

< Week 6 – Reading Homework Assignments >

Part I. Narrative Paragraphs

1. Introduction

Narrative paragraphs simply tell a story or relay a sequence of events. Generally, these events are told in chronological order that is the order in which they happened. However, a narrative paragraph most often tells a story in order to illustrate or demonstrate a point. Because of this, developing a strong topic sentence is important. For instance, the following topic sentence would be considered weak for a narrative paragraph:

Jeff's family went on a fishing trip to Horning's Hideout.

The above topic sentence lacks appeal and leaves the reader thinking, "So what!" because the sentence has not established any purpose for the paragraph.

2. Purpose and Appeal

Sometimes narrative writing can simply entertain the reader; however, in formal academic writing, the purpose of a narrative paragraph is to inform or persuade. To add purpose, the topic sentence should establish a contention which the author will set out to prove in the paragraph. In so doing, he adds appeal as well. The following topic sentence stands in contrast to the one above:

Fishing at Horning's Hideout proved to be an enjoyable outing for Jeff and his family.

This sentence sets out something to be proven in the paragraph and is more appealing to the reader. Yes, the paragraph will tell the story of the family's fishing trip, but it will do so in a way which proves the trip to have been enjoyable. Furthermore, establishing a contention improves appeal by challenging the reader to respond to what is said. Finally, establishing this topic sentence limits the perspective or angle which will be taken on the subject. Now supporting information must be developed.

Comprehension check

1. According to the article above, which of following is NOT true? ()
 - a) Narrative paragraphs simply tell a story or relay a sequence of events.
 - b) Events are told in chronological order.
 - c) A topic sentence has to establish a purpose for the paragraph.
 - d) In formal academic writing, the purpose of a narrative paragraph is to entertain the reader.
2. Define a *narrative paragraph* in one sentence.

3. According to the article, what does '*chronological order*' mean?

3. Developing a narrative paragraph

All the enjoyable parts of the family fishing trip have been established as the topic of this narrative paragraph. Hence, the writer can brainstorm supporting information with a clear goal in mind. An extensive list of enjoyable parts for everyone should be developed. Most likely, all of these will not be used, but any points which might serve to support the contention must be considered. Illustration A below is a list of as many pleasant aspects of the trip as the writer could recall.

Following the brainstorming of supporting information, the writer must develop a planning outline, such as in illustration B, for using this material. The outline will help one stay logical and topical as points are organized into related groupings. Naturally with a narrative paragraph, points are arranged in

chronological order.

A - Brainstorming Supporting Information

Contention: Trip was enjoyable
All: Excited preparations for the trip
- Food, games, books, toys, fishing equipment
Great place to fish
Fun being in the woods
Great weather
Jeff and brother: Purchased bait there
Catching the fish was fun
Caught seven fish
Interesting to see white peacocks
Time with Father
Father: Family time, tasty dinner
Mother: Did needlework, read book, had quiet time

Notice that the ideas above are reorganized into chronological order in the planning outline.

B - Planning Outline

1. Topic sentence - trip was enjoyable.
 - a. Preparations
 - (1) Mother - food, books, needlework
 - (2) Father - car
 - (3) Boys - fishing poles, toys, books
 - b. Reach destination
 - (1) Purchase bait
 - c. Finding fishing spot
 - (1) Finding first place
 - (2) Moving to second place
 - d. Real fishing began
 - (1) Brother caught fish
 - (2) Father busy
 - (a) His pole
 - (b) Helping boys cast
 - (c) Helping keep hooks baited
 - (d) Helping reel in catch
 - (3) Jeff caught fish
 - (4) Caught seven fish
 - (5) Cleaned fish before leaving
 - e. Jeff and brother were excited to catch fish
 - f. Father enjoyed time with sons
 - g. Mother enjoyed quiet time
2. Concluding sentence - It was fun for all

Comprehension Check – Read the sample paragraph below and underline the topic sentence as well as the concluding sentence.

C - Sample Paragraph

Fishing Fun

Fishing at Horning's Hideout proved to be an enjoyable outing for Jeff and his family. All family members rose early in the morning excited to prepare for the trip. Mother packed food for the family as well as her books and needlework. Father checked the car to make certain it was ready for the drive. Then with Father's help, Jeff and his brother readied their fishing poles along with the books and toys which would entertain them on the hour's drive. When the family arrived at their destination, they stopped by the office to purchase some worms to use as bait. Cheerfully walking along the narrow path, the family transported their gear all the way around the small pond looking for just the right place to cast their lines. In hopes that fish would be lurking in the shadows, Jeff and his brother decided to fish from a shady area along one side of the pond. Though it seemed like the perfect fishing spot, overhead branches interfered with casting. Undaunted after snagging lines several times, the avid fishermen decided it would be best to move to the other side of the pond. Here, the boys began to get bites. Before long, Jeff's older brother caught the first fish. Jeff caught one soon after. Suddenly the fish were biting and Father became very active helping the two excited boys keep their hooks baited, and reel in their catch. Just before noon, Jeff hooked what turned out to be the largest trout of the day which he hung in the water near the shore with the other captured fish. While Father and the boys fished, Mother enjoyed sitting at the picnic table and reading quietly or doing her needlework. After several hours of fishing, and a total catch of seven fish, Father showed the boys how to clean the fish before packing up for the trip home. The outing was great fun for the whole family. Jeff and his brother found much excitement in catching the fish. Father enjoyed helping the boys and spending a day in the woods. Mother expressed her pleasure in being with her family and seeing everyone having an agreeable time. Most of all, everyone's taste buds were delighted with the dinner that evening. All the family is hoping for a return trip before too long.

Comprehension check - Identify the procedure of writing a narrative paragraph. Fill in the blanks using given words in the box.

chronological order	narrative	planning outline	brainstorm	informal
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- ✓ Step 1: The writer can _____ supporting information with a clear goal in mind.
- ✓ Step 2: The writer must develop a _____.
- ✓ Step 3: The writer can write a _____ paragraph based on the outline.

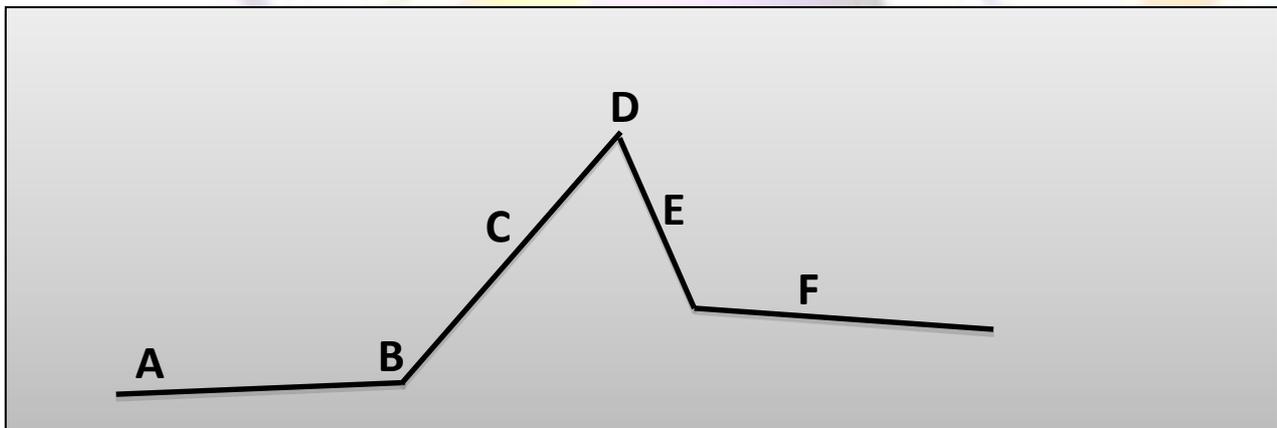
Vocabulary quiz - Match the following words with correct meaning.

- | | |
|------------------|--|
| 1. narrative | a. to describe, explain, or illustrate by examples, experiments, or the like |
| 2. sequence | b. to set up or found |
| 3. chronological | c. arranged in the order of time |
| 4. demonstrate | d. a story or account of events, experiences, or the like, whether true or fictitious. |
| 5. establish | e. a way of regarding situations or topics etc. |
| 6. contention | f. an idea or opinion that someone is expressing in an argument or discussion |
| 7. perspective | g. serial arrangement in which things follow in logical order |

Part II. The Narrative Plot Graph

Narratives also have special names for each part, some of which may be familiar to you. The first one introduction has been correctly matched for you. Using the diagram as your guide can you correctly match the remaining parts with their descriptions?

- | | |
|----------------------|---|
| A. Introduction ▪ | ▪ Also called the crisis, this single, sudden or special event starts the story going because something changes. |
| B. Inciting Action ▪ | ▪ The final resolution of plot in which some or all of the loose ends are tied up. |
| C. Rising Action ▪ | ▪ Also called the exposition, this part of the story introduces the setting, characters and opening situation. |
| D. Climax ▪ | ▪ Events unravel or unfold because of something that happened previously. Think of dominos that are sent tumbling in a row. |
| E. Falling Action ▪ | ▪ The point of highest interest, everything that happens is affected by this moment or event. |
| F. Denouement ▪ | ▪ The interest level increases usually die to problems, setbacks or complications which are also called crises. |



Key Terms

Setting: Narratives are set in a specific time and place. The setting details are usually identified at the beginning of the story in the exposition. Sometimes the setting is kept vague or poorly defined for a reason or sometimes it is very specific with dates and real city names. The setting, along with characters, is a writer's best opportunity to use rich descriptive language in his/her writing.

Characters: Characters are an important part of the story. A good plot can be spoiled by characters that are dull and unrealistic. A story usually features a main character or protagonist that the story follows. Sometimes there is a character that goes against the protagonist. This character is called an antagonist and is often the "bad guy", but not always. Characters are the most interesting when they are three dimensional and have many sides of their personalities shown. These characters have strengths and weaknesses, which make them, seem alive and real.

Part III. Transitional Expressions

Definition:

Transitional expressions are a word or phrase that shows how the meaning of one sentence is related to the meaning of the preceding sentence.

Though important for establishing cohesion in a text, transitional expressions can be overused as well as used too little.

If you want to:	Use these transitional expressions:
Add	also, and, and then, as well, besides, beyond that, first (second, third, last, and so on), for one thing, furthermore, in addition, in fact, moreover, next, what is more
Compare	also, as well, both (neither), in the same way, in like manner, likewise, similarly
Contrast	although, be that as it may, but, even though, however, in contrast, instead, nevertheless, on the contrary, on the other hand, still, yet, whereas
Give a reason	as, because, for, since
Show a result	and so, because of this, as a consequence, as a result, consequently, incidentally, for this reason, hence, so, therefore, thus
Place in time	after a while, afterward, as last, at present, briefly, currently, during, eventually, finally, first (second, and so on), gradually, immediately, in the future, later, meanwhile, now, recently, soon, suddenly, then

- A key quality of an effective paragraph is unity. A unified paragraph sticks to one topic from start to finish, with every sentence contributing to the central purpose and main idea of that paragraph.
- But a strong paragraph is more than just a *collection* of loose sentences. Those sentences need to be clearly *connected* so that readers can follow along; recognizing how one detail leads to the next. A paragraph with clearly connected sentences is said to be cohesive.

Activity

Read the article on the following page and place the transitional expressions in the correct column.

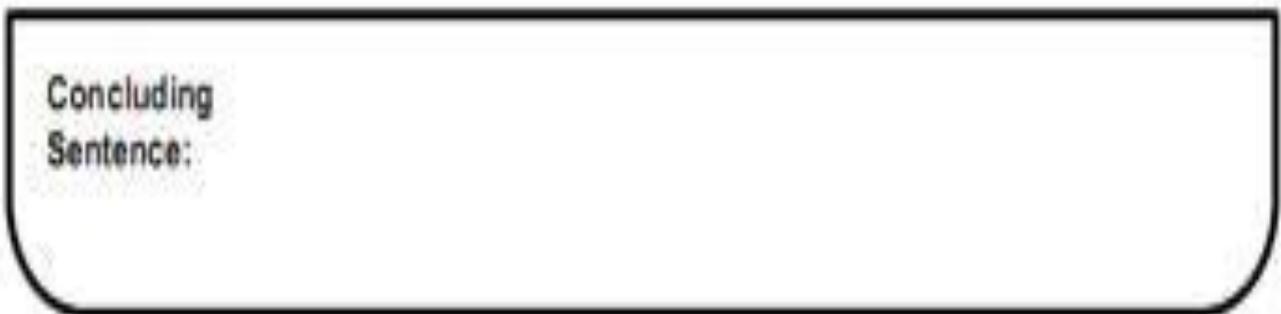
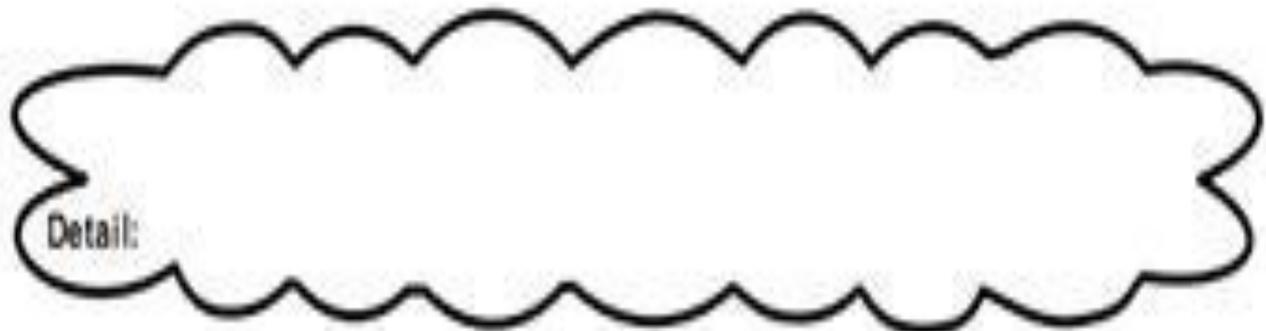
Add	Compare	Contrast
•	•	•
•	•	•
•	•	•
•	•	•

• •	• •	• •
Give a reason	Show a result	Place in time
• • • • • •	• • • • • •	• • • • • •

Fellowship of the Ring

This is a tale about a family and their adventurous journey to temporarily rid themselves of an annoying ring. It has no wizards, warlocks, fairies or hobbits to entertain you, but rest assured you will be entertained none the less. *First* for the record let me say this, I seek no precious ring, my precious I could do without, and if the truth be told jewelry of any type or watches for that matter I prefer not to wear. *Although* one might think that I would never change, change is inevitable. *Recently* I found not a ring but a person with which I cared for and loved enough to promise to spend the rest of my life with. *For this reason* rings and vows were exchanged nearly six years ago. *Immediately* we were blessed with a child, a baby girl we named Joanne. *Then soon* after we were twice blessed, this time with a baby boy we name Joey. *Consequently* I wore my symbol of my love, the ring until one day I noticed my beloved did not have her ring upon her finger. *As a result* I decided not to wear my ring only to suffer the wrath of my beloved. She explained that child birth was difficult and her fingers would swell from time to time and that she could not wear her ring. *Nevertheless*, I insisted that she try it on and low and behold it fit. *Instead* of taking it off my beloved wore that ring for several days on end until one day she cried out, "Help, my ring is stuck." *Suddenly* our happy home was thrown into chaos, so we called family and friends, searched the internet, and basically tried every know remedy known to mankind. *After a while* we surrender our hope to professionals as butter, ice, shampoo, elevation and grease would not succeed in removing that ring from her finger. *First* we packed up two small children and began our journey to the local clinic on that wintery Sunday evening, only to discover they were not equipped to deal with this tragedy. *Second* we sought the advice of a larger more equipped medical center, a hospital, only to be once again turned away. *Finally* the security guard at the parking lot suggested calling the fire department. *Since* we found the idea funny at first we laughed, but with no other real opinions left we *eventually* gave in and followed his advice. Our journey came to an abrupt end at the local fire station where they were more than happy to remove the ring from my wife's finger, and just like in the movie the ring was destroyed. *But* unlike in the movie the ring was saved and will one day soon be rebuilt, this time it will have the diamond that was always promised.

Part IV. The Paragraph Hamburger



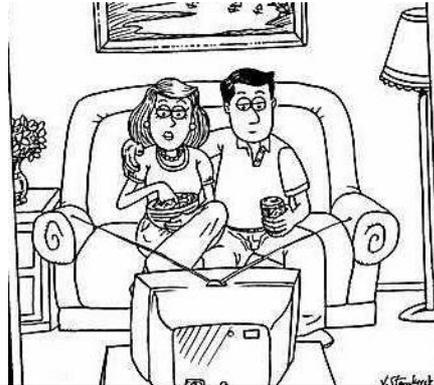
Part V. Inescapable Grammar – Past Simple

Part A

- They **watch** television every evening.
{present simple}
- They **watched** television yesterday evening.
{past simple}

watched is the past simple:

- I/we/you/they/he/she/it → watched.



Part B

- The past simple is often –ed with regular verbs.
For example
work (worked), clean (cleaned), start (started), dance (danced), stay (stayed), need (needed)

Spelling

- try (tried), stop (stopped), study (studied), plan (planned), and copy (copied)

If the word ends in a consonant followed by a y, change the y to an i and add –ed. Sometimes if the word ending with a vowel and a consonant you need to double the final consonant and then add –ed.

Part C

Sometimes verbs are irregular. The past simple is not –ed. Here are some important ones to remember.

begin → began	fall → fell	leave → left	sell → sold
break broke	find found	lose lost	sit sat
bring brought	fly flew	make made	sleep slept
build built	forget forgot	meet met	speak spoke
buy bought	get got	pay paid	stand stood
catch caught	give gave	put put	take took
come came	go went	read read (red)*	tell told
do did	have had	ring rang	think thought
drink drank	hear heard	say said	win won
eat ate	know knew	see saw	write wrote

Comprehension Exercise

A. Complete the sentences. Use a verb from the word bank.

clean	die	enjoy	finish	happen	open	rain	start	stay	want
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1. I _____ my teeth three times yesterday.
2. It was hot in the room. So I _____ the window.
3. The film was very long. It _____ at 7:15 and _____ at 10 o'clock.

4. When I was a child, I _____ to be a doctor.
5. The accident _____ last Sunday afternoon.
6. It's a nice day today, but yesterday it _____ all day.
7. We _____ our holiday last year. We _____ at a very nice place.
8. Anna's grandfather _____ when he was 90 years old.

B. Write the past simple of these verbs.

get	pay	go	know
see	visit	think	put
play	buy	copy	speak

C. Write three sentences about what you did yesterday.

1. _____
2. _____
3. _____

Part VI. How to Write the Perfect Travel Article

Be Fresh

Give your story a fresh point of view and, if at all possible, cover some out-of-the-ordinary subject matter. Be creative in your writing. Strive for the best and strongest use of English and the most original and powerful metaphors and similes.

Be Personal

Take your own approach to a location you've visited, an activity you've tried or an adventure that thrilled you. What was it that really excited or inspired you? Identify it and get it across to your readers.

Be Funny

Travel writing should mostly have a light, bright, lively and fun tone. Travel, the process of leaving the familiar to go to the foreign and unfamiliar, is often rich in comedy and comical events. Incorporate comedy into your writing where appropriate and don't be afraid to make your readers laugh. Also, don't be afraid to incorporate mishaps into your pieces. These can be just as worth reading about, maybe more so, particularly if they also incorporate an element of comedy or humor.

Be Surprising

Surprise your reader. Give the reader something out of the ordinary; something that only someone who has been to the location would know. Do this by trying unusual activities, meeting new people, and getting involved in strange scenes as you travel.

Be Balanced

Travel writing must blend your personal observations, descriptions and commentary with practical information that is useful to your readers. The precise balance depends on the outlet you are aiming your story at but rarely should a good travel piece comprise more facts than description. Two-thirds or even three-quarters colorful description to one-third or one-quarter facts would be a reasonable guideline to start from.

Be a Quoter

Work in quotes from visitors to locations, or participants in activities. Let them express their thoughts about how they feel about a place or activity. Quotes lift stories.

Think Like Your Reader

You need to develop as clear an impression as possible of what readers of the publications you are targeting want to read, their travel aspirations, how they like articles written and what information they want to know. You want to be able to think like your reader. Only then will you be able to identify how you can help your reader. Only then should you start writing your article.

The Big Picture: What is the Main Point You Want to Get Across to Your Reader?

Good travel stories have a definite, central theme and it will greatly improve your writing if you can identify the central themes of your articles before you try to write them. Decide at the outset what main point about a location or activity you want to convey. This is the “big picture” and you then work your impressions and facts around it. Identifying the big picture early on will also help you structure your piece sensibly and help you decide what information you need to include and, equally importantly, what you can and should leave out.

The Art of Personal Travel Essay Writing

The “nuts and bolts” of a compelling travel essay:

- **The essay should have an engaging title.** The title can be simple (even one word), but it should evoke a place or feeling.
- **The opening line should grab the reader’s attention.** Because short-form memoir is, by nature, short, we need to engage the reader from the very first word and take him or her on an interesting and evocative ride from beginning to end.
- **Follow a pre-established narrative arc.** Of course, your narrative arc can shift or completely change, but it’s a good idea to have a sense of where you want your essay to go.
- **Decide on a tone and stick to it** – comical, sensuous, mournful, etc. not to say that a piece can’t be both comical and sensuous (for example), but just don’t try to cram too much into a short narrative space.
- **Use bold words and stay true to your own voice.** As part of your pre-writing, think of strong words that describe the places, imagery, people or sensations in your essay. This will give you a good starting point and help you out of your writer’s block moments.
- **Don’t be afraid to “play with time”.** Not everything in your piece has to be chronological. Just make sure you provide references or “touchstones” for your reader so that he or she does not become confused (unless, of course, a sense of confusion is the point of the essay).
- **Finish it out strong.** Whether your ending is didactic, unexpected or emotional, **it should make an impact.** Keep tweaking it until it feels right. Remember: **sometimes simpler is better.**

Vocabulary checks Match following words with their meaning correctly.

- | | |
|-------------------|---|
| 1. Compelling | a. desire to achieve things |
| 2. Strive for | b. powerful or convincing |
| 3. Mishap | c. very sad, melancholy |
| 4. Outlet | d. means of releasing energy or strong feelings |
| 5. Comprise | e. consist of, compose, make up |
| 6. Convey | f. communicate; cause information to be known |
| 7. Evoke | g. cause something to occur; summon up |
| 8. Memoir | h. intend to teach people a moral lesson |
| 9. Mournful | i. an unfortunate but not very serious |
| 10. Chronological | j. a biography or historical account |
| 11. Didactic | k. shown in the order in which things happened |
| 12. Aspiration | l. make a great effort to do it or get it |

Mark each statement as true (T) or false (F).

- a) Travel writing should not include comedy or comical events. (T) (F)
- b) Travel writing must consist of personal observations and descriptions with useful information to readers. (T) (F)
- c) A definite, central theme doesn't necessarily make good travel writing. (T) (F)
- d) The title of a travel narrative should be long enough to arouse a place or feeling. (T) (F)
- e) Travel stories should describe what happened in a chronological manner. (T) (F)

Task 2 – Vocabulary List

Directions: Please read this list carefully and become familiar with all of the vocabulary words and their definitions. You will hear them while watching video clips in class.

Video #2 – Karl meets Mr.Ping

1. idiot – You call a stupid person/fool an idiot.
2. abroad – When you go abroad, you go to a foreign country.
3. Idiot Abroad – A travel documentary television series broadcast created by and featuring Karl Pilkington.
4. shout – When you shout, you say something very loudly.
5. ignore – When you ignore somebody or something, you pay no attention to them.

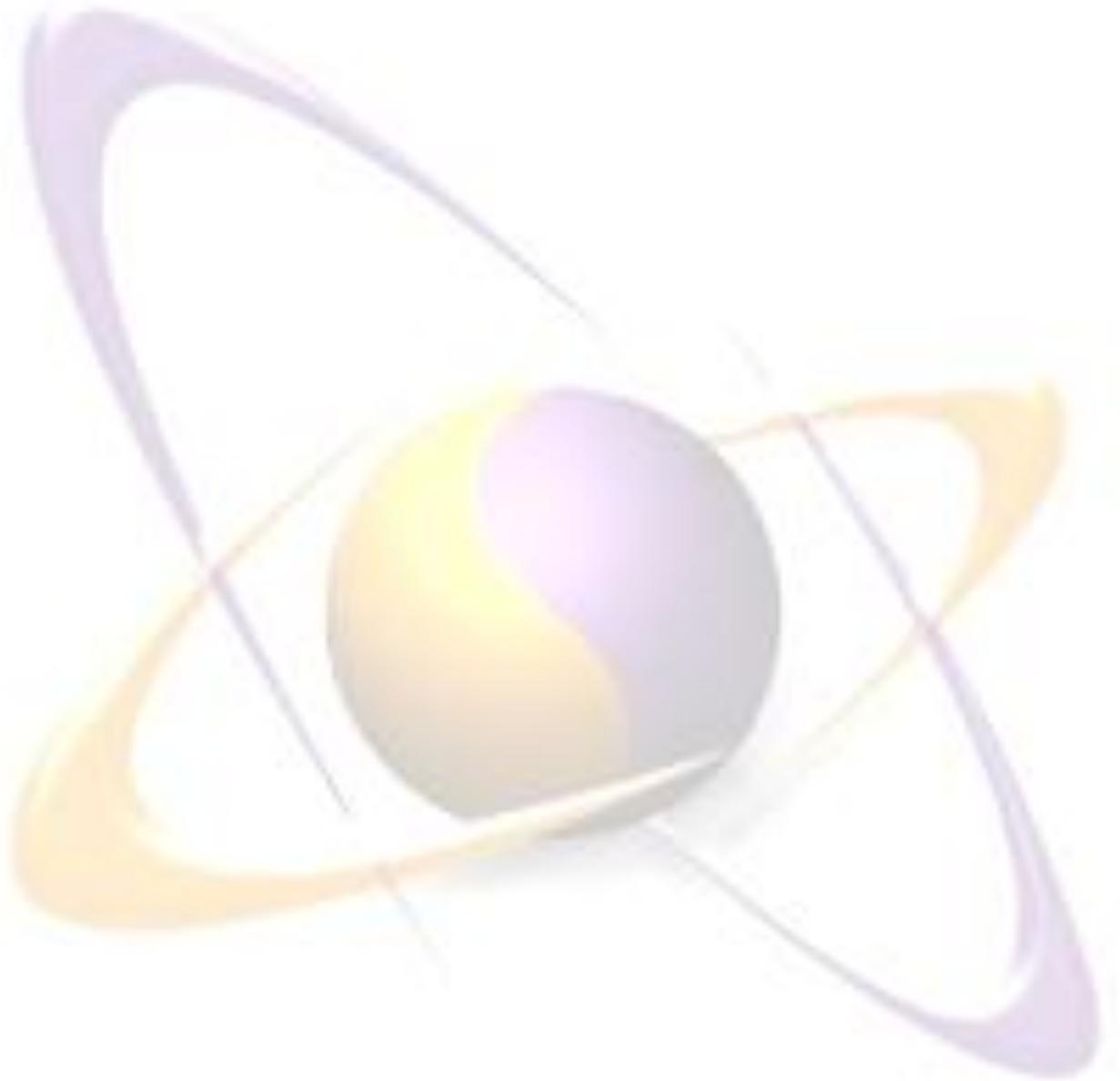
Video #3 – Mexican jumping beans

1. Mexican jumping beans – They are native to Mexico and tan to brown in color. They jump when heated. The heat from the sun stimulates the larvae (in the bean) to jump to avoid dehydration.
2. Sesame Street – A long-running American children's television series created by Joan Cooney and Lloyd Morrisett. The program is known for its educational content and

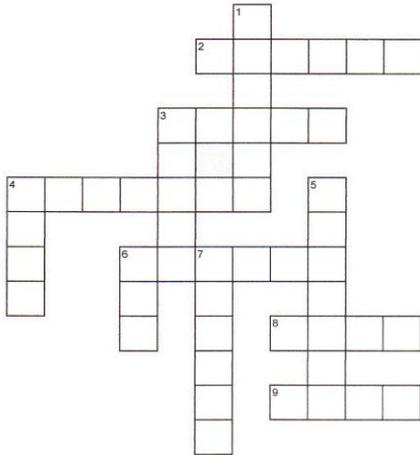
creativity communicated through the use of Jim Henson's Muppets, animation, short films, humor and cultural references.

3. pop – When something pops, it jumps or hops and makes sound.
4. brake(s) – Brakes are devices in a vehicle that makes it go slower or stop.

Task 3 – Crossword Puzzle



John Chapman



EclipseCrossword.com

Word bank

BURY CHAP COTTAGE DIG UP FORTUNE INDEED LEAK PEDLAR POT SCOFF
SNOOZE SPADE

Across

2. in fact; in reality; in truth; truly
3. to mock at, make fun of
4. a small house, usually in the country
6. someone who goes from place to place in order to sell something
8. to put into a hole in the ground and cover it up with earth
9. to let a liquid, gas, light, etc., enter or escape, as through a hole or crack

Down

1. to sleep lightly for a short period of time
3. a tool used for digging, with a flat metal blade and a long handle
4. a boy or a man
5. great wealth; ample stock of money, and property
6. a deep round container used for cooking stews, soups, and other food.
7. to break the ground into small pieces, especially before taking something from underneath it

Lesson Plan Week 11 – Final Presentation

Theme: Music

Function: Writing an opinion essay

Objectives: Students will be able to write an opinion essay about a music related theme.

Group 1 Members: Kim Jieun, Lee Jueun, and Jeffrey Gibbons

Reading Homework

- Opinion essay writing / How to state opinions / Useful transitions and expressions
- Essay Format
- Debate / Essay Content (Positive and Negative aspects of K-POP)
- Revision rubric/checklist
- Singing Performance Rubric
- Descriptions of Music genre (K-pop, Hip-pop, Classical, Rock, and Jazz)

Time	Task	Mentor's Function	Materials
7:50 – 8:00 10'	<i>Returning Homework and Feedback</i>	<i>Clarify & Explaining</i>	
8:00 – 8:20 20'	<p>Task #1 – Sookmyung Idol</p> <ol style="list-style-type: none"> 1. The students have been asked to judge three singing performances as part of a panel. 2. They will be handed appendix 1 – Singing Performance Rubric by their Big Sister. 3. They will use the rubric to evaluate each contestant's pitch, rhythm, tone quality, expression & style, and diction. 4. A 60 second sample video for the first contestant will be played for the students to watch followed by a 60 pause to fill out the rubric. This will be repeated until all three contestants have been evaluated. 5. Big sister's will then review the scoring cards and select a team member to vote for the winner from each table. 	<i>Big sisters will play a role as facilitator by explaining the rubric and discussing with their little sisters each of the singing performances</i>	PPT Appendix 1 Singing Performance Rubric
8:20 – 8:40 20'	<p>Task #2 – Sookmyung FM</p> <ol style="list-style-type: none"> 1. Scenario – Starting this month, the GEP students are going to run a campus radio station, Sookmyung FM, which plays music on air during the lunch break. 2. All students will go to the hallway and find 30 song posts on the wall. Each student will pick one song and write it down on a piece of paper. (See Appendix 2 for song list) 3. The students will come back to their tables. Each group will decide which two songs to play for Sookmyung FM. 4. With their group members, the students will brainstorm 1-2 reasons for choosing the specific songs. 5. Each group will write their opinions about why those songs 	<i>Big sisters will help the students brainstorm reasons for their song selection.</i>	PPT Colored paper (A3), Colored pens

	<p>have been selected to play for Sookmyung FM.</p> <p>6. Examples: 1) <i>We chose Rolling in the deep by Adele because many students like it. It may help them get rid of stress;</i> 2) <i>We chose fantastic baby by Big Bang because this song may cheer up some students who feel very tired after their classes.</i></p>		
<p>8:40 – 9:10 30'</p>	<p>Task #3 – The Great Debate</p> <ol style="list-style-type: none"> 1. The students will express their opinions in a debate regarding positive and negative aspects of K-pop. 2. The students will be assigned to a group of 4. While facing each other, one pair will argue for K-pop, and the other pair will argue against K-pop. 3. Each pair will be provided with 4 supporting arguments for and against K-pop (Appendix 3a). Each pair, then will a) refine the arguments to support their viewpoints and b) brainstorm specific examples to support the arguments. Both pairs will take notes on their arguments and supporting examples. <ol style="list-style-type: none"> a. Positive aspects of K-pop <ol style="list-style-type: none"> i. Recognition of Korea ii. Stimulates Korean economy iii. Development of Korean music industry iv. Initiates new Korean fashion trends b. Negative aspects of K-pop <ol style="list-style-type: none"> i. Focus placed on appearance ii. Exploitation of teenagers (sexually) iii. Misrepresents Korean culture iv. Stifles Korean music creativity & diversity 4. After brainstorming for 10 minutes, the moderator (big sisters) will open up the debate by restating the topic, introducing both parties, and giving the floor to the first debater. 5. The students will take turns and state their opinions while using a guideline for expressing opinions appropriate to use in both written and spoken English (Appendix 3b). 6. The moderator will always make sure every debater takes turns and speaks with good manners. 7. The debate will be over when all arguments from both pairs are made and the moderator decides which pair wins using a debate rubric (Appendix 3c). 8. The moderator will show the rubric to both pairs and provide feedback. 9. The winning pair will receive prizes. 	<p><i>Big sisters will play a role as the moderator in a debate, and 2) encourage the students to use useful expressions.</i></p>	<p>PPT</p> <p>A debate contents sheet (Appendix 3a)</p> <p>A guideline for expressing opinions during a debate (Appendix 3b)</p> <p>A debate rubric (Appendix 3c)</p> <p>Prizes for winning pairs</p>
<p>9:10 – 9:20 10'</p>	<p>Take a Break</p>	<p>Socializing</p>	
<p>9:20 – 10:00 40'</p>	<p>Task #4 – Write an opinion essay!</p> <ol style="list-style-type: none"> 1. Each group will write a 5-paragraph essay that supports the winning position (stance) from the debate. 2. Students in groups will plan their essay on the essay 	<p><i>Big sisters will play a role of facilitators by</i></p>	<p>PPT</p> <p>Essay Outline</p>

	<p>outline worksheet. They don't need to write full sentences on this stage. They can write down key words or phrases of their ideas. (See Appendix 4a)</p> <ol style="list-style-type: none"> 3. Group leaders pair up students and divide paragraphs to assign each pair to write. (E.g. Pair A – Write an introductory paragraph and the first paragraph / Pair B – Write the second and third paragraphs as well as an concluding paragraph) 4. Students will write an essay on the lined worksheet. (See Appendix 4b) 5. Students will be asked to write certain numbers of sentences for each element. (16 sentences or more in total) <ol style="list-style-type: none"> a. <i>Introductory paragraph</i> <ol style="list-style-type: none"> i. <i>Hook – 1 sentence or more</i> ii. <i>Thesis statement – 1 sentence</i> b. <i>For each body paragraph</i> <ol style="list-style-type: none"> i. <i>Topic sentence – 1 sentence</i> ii. <i>Supporting details – 3 sentences or more</i> c. <i>Concluding paragraph</i> <ol style="list-style-type: none"> i. <i>Restatement of thesis – 1 sentence</i> ii. <i>Final thought – 1 sentence or more</i> 6. They will refer to the reading homework for the essay format and transitions. 7. After each pair finishes writing assigned paragraphs, group leaders combine paragraphs to arrange them as an essay. 	<p><i>helping little sisters organize their ideas and write a well-structured essay.</i></p>	<p><i>Worksheet (Appendix 4a)</i></p> <p><i>Essay Writing Worksheet (Appendix 4b)</i></p>
<p>10:00 – 10:25 25'</p>	<p>Task #5 – Revise! So wise! Now Publish!</p> <ol style="list-style-type: none"> 1. The students will switch partners, so in task #4 where SA worked with SB and SC worked with SD, now SA will work with SC and SB will work with SD. 2. SA and SC will revise the opinion paper of SAB and SB and SD will revise the opinion paper of SCD. 3. Each pair will receive Appendix 5 - Revision Checklist to aid in the revision process. 4. Once completed the original pairs will reunite to publish their essay on a publishing form. 	<p><i>Big sisters will play the role of facilitators or participants during the pair work.</i></p>	<p><i>PPT</i></p> <p><i>Appendix 5 Revision Checklist</i></p> <p><i>Publishing Form</i></p>
<p>10:25 – 10:30 5'</p>	<p><i>Giving The Writing Homework</i></p> <ol style="list-style-type: none"> 1. <i>Professor Stephen van Vlack will be given the students their mission for this most important week in English Reading and Writing. See Appendix 6 or the PPT.</i> 		<p><i>PPT</i></p>

Sookmyung Idol

Singing Performance Rubric

	Superior 5pts	Excellent 4pts	Very Good 3pts	Average 2pts	Poor 1pt
Pitch 음정	Pitch is very accurate.	Pitch is accurate most of the time.	Some accurate pitches but there are several errors.	A lot of inaccurate pitches.	Who needs pitch?
Beat 박자	The beat is very accurate.	The beat is accurate most of the time.	Some accuracy in beat but there are several errors.	A lot of inaccurate beats.	No beats.
Tone Quality 음색	Tone is clear and focused through the range of voice.	Tone is focused and clear through the normal range of voice.	Tone is usually focused and clear but can be uncontrolled even in the normal range of voice.	Tone is often not focused or clear regardless of the range of voice.	Lee Seung Chul asks, "Are you tone deaf?"
Expression and Style 표현과 스타일	Performs with a creative touch and unique style.	Performance shows some creativity and expected style.	Performance shows limited creative and style.	Rarely demonstrated creative and style.	Lee Seung Chul says, "You are out!"
Diction 발음	Lyrics are very understandable.	Lyrics are understandable most of the time.	Lyrics are sometimes understandable.	Lyrics are not understandable.	What language were you singing?



Contestant	Pitch	Beat	Tone Quality	Expression & Style	Diction	Total
# 1						
# 2						
# 3						

Group Name _____

Winning Contestant _____

Student Name _____

Song List for Task #2 (Sookmyung Idol)

1. Rolling in the deep – Adele
2. It's my life – Bon Jovi
3. Single ladies – Beyonce
4. This love – Maroon 5
5. Sunday Morning – Maroon 5
6. I'm yours – Jason Mraz
7. Just the way you are – Bruno Mars
8. Firework – Katie Perry
9. Baby – Justin Bieber
10. Umbrella – Rihanna
11. Beautiful – Christina Aguilera
12. If I ain't got you – Alicia Keys
13. Poker Face – Lady Gaga
14. I want you back – Jackson 5
15. Numb - Linkin Park
16. Because of you – Kelly Clarkson
17. I love you - 2NE1
18. Fine thank you and you? – 10 cm
19. Don't hate me – Epik High
20. Twinkle Twinkle – Girls Generation (Tae Yeon, Teffany, Seo Hyeon)
21. Gangnam Style – Psy
22. 1, 2, 3, 4 – Lee Ha Yi
23. I will show you (보여줄께) – Ailee
24. Ice Cream - Hyun A
25. Fantastic baby – Big Bang
26. Beautiful Night – Beast
27. Lonely – 2NE1
28. Blue - Big Bang
29. Loving U – Sistar
30. Chaser (추격자) – Infinite

The Great Debate

THIS PART SUPPORTS THE KOREAN K-POP MUSIC INDUSTRY
KOREAN K-POP MUSIC INDUSTRY

THIS PART REFUTES THE

The Korean music industry or K-POP promotes Korean culture worldwide and bolsters our economy.

K-POP creates fantasy worlds that misrepresent Korean people and encourages **low-browed** culture.

Points For

➤ **Recognition of Korea; promote Korean Culture**

K-POP is a valuable **ambassador** for Korean culture and helps to educate the rest of the World about life on the peninsula. While the singers are young their lyrics embody traditional values of family, friendship, and romantic love.

➤ **Stimulates Korean Economy**

According to BBC the K-POP industry **contributes** 3.4 billion dollars annually to the Korean Economy. Additionally, K-POP concerts in China are already very lucrative and no other country is in a better position to sell recorded music in China, an enormous market.

➤ **Development of Korean Music Industry**

To those that would argue that K-POP is not real music, why are concerts selling out world-wide in minutes. It may seem like a fad but it's grow has come via social media outlets like you-tube and shows no signs of slowing down. An industry this **lucrative** has enormous potential to fuel other genres of music as well.

➤ **Initiates New Korean Fashion Trends**

As much as K-POP is about the catchy lyrics, dancing moves and hip hop sound, another equally important **component** is the fashion. From JY Park to G-Dragon K-POP singers have had a huge impact on fashion and a very increasing impact on the youth market.

Points Against

➤ **Focus Placed on Personal Appearance**

With plastic surgeries on the rise, Korea has become a ridiculously **image-conscious** culture, and K-pop idols have helped to drive this trend. Image is the most essential quality of a performer while talent, music and creativity play only **secondary** roles.

➤ **Exploitation of Teenagers (Sexually)**

K-pop music videos have created fantasy worlds that lack **morality**. They contain sexually suggestive content, nightclub scenes, sexually charged **choreography** (usually among girl groups). It is known that K-pop sells images of the young, innocent, yet sexually charged girl **archetype** and a sexy beast-like man's body.

➤ **Misrepresents Korean Culture**

How Korean is K-pop? K-pop industry has introduced young Koreans who grew up in New York, LA, and other Western cities. They are introduced by 3 most powerful music management companies (SM, YG, JYP) and trained to represent their companies.

➤ **Stifles Korean Music Creativity and Diversity**

K-pop idols are trained to represent their companies (SM, YG, JYP). K-pop artists don't write their own music. It is known that it costs 2.5 US dollars to train an idol until his/her debut. S/he is trained to how to sing, dance, act, speak foreign languages, and carry themselves in interviews.

Below are some phrases that you can use to help express opinions. Some of these phrases are more appropriate for written English such as giving your opinion in an essay whereas some can also be used in spoken English.

Personal Point of View

We use these words and phrases to express a personal point of view:

- In my experience...
- As far as I'm concerned...
- Speaking for myself...
- In my opinion...
- Personally, I think...
- I'd say that...
- I'd suggest that...
- I'd like to point out that...
- I believe that...
- What I mean is...

General Point of View

We use these words and phrases to express a point of view that is generally thought by people:

- It is thought that...
- Some people say that...
- It is considered...
- It is generally accepted that...

Agreeing with an opinion

We use these words and phrases to agree with someone else's point of view:

- Of course.
- You're absolutely right.
- Yes, I agree.
- I think so too.
- That's a good point.
- Exactly.
- I don't think so either.
- So do I.
- I'd go along with that.
- That's true.
- Neither do I.
- I agree with you entirely.
- That's just what I was thinking.
- I couldn't agree more.

Disagreeing with an opinion

We use these words and phrases to disagree with someone else's point of view:

- That's different.
- I don't agree with you.
- However...
- That's not entirely true.
- On the contrary...
- I'm sorry to disagree with you, but...
- Yes, but don't you think...
- That's not the same thing at all.
- I'm afraid I have to disagree.
- I'm not so sure about that.
- I must take issue with you on that.
- It's unjustifiable to say that...

Students' names: _____

Date: _____

Debate topic/position: _____

DEBATE RUBRIC

	3 points	2 points	1 point
Opinion	Opinions are clear and organized.	Most opinions are clear.	Opinions are unclear and disorganized.
Use of facts and examples	Opinions are supported with facts and examples.	Most opinions are supported with facts and examples.	Opinions lack factual support.
Relevance of supporting details	All supporting details are relevant.	Many, but not all, supporting details are relevant.	Few supporting details are relevant.
Strength of details	All details are strong and persuasive.	Some details are persuasive.	Details are not persuasive.
Speaking voice	Voice can always be heard.	Voice is heard most of the time.	Voice is difficult to hear.
Preparation	Student is well prepared.	Student needs more preparation.	Student is unprepared to defend opinion.

Total Score: _____ / 18

Introductory Paragraph

Hook (1 sentence or more)

Thesis Statement (1 sentence)

Body Paragraphs

Paragraph 1: Topic Sentence (1 sentence)

Supporting details (3 sentences or more)

-
-
-

Paragraph 2: Topic Sentence (1 sentence)

Supporting details (3 sentences or more)

-
-
-

Paragraph 3: Topic Sentence (1 sentence)

Supporting details (3 sentences or more)

-
-
-

Concluding Paragraph

Restatement of the thesis statement (1 sentence)

Final thought (1 sentence or more)

Indent

Write on every other line

Don't start a new line

When a sentence ends

Just keep right on going after two spaces

Revision can be made here

skip

N

Revision can be made here

N

skip

N

skip

N

skip

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Scoring Rubric: Essays

	Maximum Score	Actual Score
Format – 5 points Title centered (2), first line of each paragraph indented (1), margins on both sides (1), text double-spaced (1)		
Total	5	
Mechanics – 5 points Punctuation: periods, commas, semicolons, quotation marks (3), capitalization (1), spelling (1)		
Total	5	
Content – 20 points The essay fulfills the requirements of the assignment. The essay is interesting to read. The essay shows that the writer used care and thought.	5 5 10	
Total	20	
Organization – 45 points The essay follows the outline, and it has an introduction, a body with 3 paragraphs, and a conclusion. Introduction: The introduction ends with the thesis statement. Body - Each paragraph of the body discusses a new point and begins with a clear topic sentence. - Each paragraph has specific supporting material: facts, examples, quotations, paraphrased or summarized information, etc. - Each paragraph has unity. - Transitions are used to link paragraphs. - Each paragraph has coherence. Conclusion: The conclusion summarizes the main points or paraphrases the thesis statement, begins with a conclusion signal, and leaves the reader with the writer's final thoughts on the topic.	5 5 5 10 5 5 5 5	
Total	45	
Grammar and Sentence Structure – 25 points Estimate a grammar and sentence structure score. Check for _____ errors Number of errors found (verb tense, article, S-V-A, etc.) _____	25	
Grand Total	100	

Writing Homework Assignment

You are an entertainment columnist and you have been asked to write an article for Sookmyung Times regarding the following topic.

Some singers start their musical careers at a very early age. Instead of attending school, they take vocal lessons and get dance training. Is it appropriate for teenagers or even children to start their careers at an early age so that they become well-trained professionals when they make debuts? Or should they wait until they graduate high school at least and then start pursuing their careers in music? What are your opinions on this issue?

Here is what you have to do.

1. Write a 3-paragraph essay that consists of an introductory paragraph, a body paragraph, and a concluding paragraph.
2. Refer to the reading homework and follow the essay format.
3. Support your opinions with examples and details.
4. Print and bring it to class on November 20th.

당신은 엔터테인먼트 칼럼리스트이고 숙명타임즈에서 아래의 주제와 관련해 글을 작성해 줄것을 요청했습니다.

요즘 가수들은 매우 어린 나이에 대중음악 업계에서 일을 시작합니다. 학교에 출석하는 대신 음악 관련 트레이닝을 받습니다. 어린이들 혹은 십대들이 자신의 데뷔와 성공을 위해 어린 나이에 시작하는 것이 옳다고 생각합니까? 혹은 그들이 적어도 고등학교 과정을 마치고 시작하는 것이 옳다고 생각합니까? 이 문제에 대한 당신의 의견을 작성해 주세요.

작성방법은 아래와 같습니다.

1. Introductory paragraph, Body paragraph, Concluding paragraph 을 포함한 총 3 문단의 에세이를 작성해 주세요.
2. 에세이의 구조와 관련해 Reading Homework 를 참조하세요.
3. 다양한 예시와 상세한 내용을 포함하여 에세이를 작성해 주세요.
4. 프린트하여 11 월 20 일 수업에 제출해 주세요.

< Week 11 – Reading Homework Assignments >

Section A – Opinion Essay Writing

Opinion essay is a formal piece of essay writing which presents the author's point of view on a particular subject supported by reasons and examples. The opposing viewpoint is also suggested, it goes with arguments that show that it is unconvincing.

In the lesson, you will be asked to write a five-paragraph essay expressing your opinion on a given topic. In this essay you need to develop your ideas and support them with clear examples or other proof. To be successful, follow the practices of good writing which involves applying the following three major strategies:

- **Unity** – how each paragraph/sentence is related to the next
- **Coherence** – how each idea progresses smoothly and logically
- **Emphasis/Expression** – how clearly each idea stands out

Following are five steps to help you express your opinion clearly and coherently, with confidence.

1. **Before Writing:** Read the topic question over twice – do not begin to write as soon as you have read the question. Instead, brainstorm your ideas first, and then sort them into categories. You will then need to draft your opinion into a five-paragraph essay format, consisting of an introductory paragraph, three body paragraphs, and a concluding paragraph.
2. **Introductory Paragraph:** Present your opinion (*controlling idea/thesis*) clearly in an introductory paragraph. Do not start explaining your proof in the introduction, but indicate how you will be supporting your opinion.
3. **Body Paragraphs (3):** Use a clear topic sentence for each body paragraph – make sure that it connects directly with the controlling idea (*your opinion*). Each paragraph should deal with only one aspect of your opinion. Develop your ideas in a logical progression (*order of importance, chronology/sequence, process, etc.*). Support your opinion clearly with evidence, proof or an example, and then finish each paragraph with a summarizing statement.
4. **Concluding Paragraph:** The concluding paragraph must relate back to the introduction – it forms a mirror image of the introductory paragraph and should give a sense of completion.
5. **Expression:** Use a formal tone for your essay – avoid slang, casual language, jargon or vague comments. Improve the coherence and unity of your essay through using transitional (*connecting*) words and phrases between sentences and between paragraphs, or through using pronouns and connectives (*prepositions, conjunctions*). And finally, remember to use a consistent verb tense.

Comprehension Check

1. What is an opinion essay?

2. How many paragraphs does an opinion essay usually consist of? _____ paragraphs
3. What are the names of paragraphs in an opinion essay?

→ _____ paragraph / three _____ paragraphs / _____ paragraph

Section B – Opinions, how to give them

Below are some phrases that you can use to help express opinions. Some of these phrases are more appropriate for written English such as giving your opinion in an essay whereas some can also be used in spoken English.

<p><u>Personal Point of View</u> We use these words and phrases to express a personal point of view:</p> <ul style="list-style-type: none"> • In my experience... • As far as I'm concerned... • Speaking for myself... • In my opinion... • Personally, I think... • I'd say that... • I'd suggest that... • I'd like to point out that... • I believe that... • What I mean is... 	<p><u>General Point of View</u> We use these words and phrases to express a point of view that is generally thought by people:</p> <ul style="list-style-type: none"> • It is thought that... • Some people say that... • It is considered... • It is generally accepted that...
<p><u>Agreeing with an opinion</u> We use these words and phrases to agree with someone else's point of view:</p> <ul style="list-style-type: none"> • Of course. • You're absolutely right. • Yes, I agree. • I think so too. • That's a good point. • Exactly. • I don't think so either. • So do I. • I'd go along with that. • That's true. • Neither do I. • I agree with you entirely. • That's just what I was thinking. • I couldn't agree more. 	<p><u>Disagreeing with an opinion</u> We use these words and phrases to disagree with someone else's point of view:</p> <ul style="list-style-type: none"> • That's different. • I don't agree with you. • However... • That's not entirely true. • On the contrary... • I'm sorry to disagree with you, but... • Yes, but don't you think... • That's not the same thing at all. • I'm afraid I have to disagree. • I'm not so sure about that. • I must take issue with you on that. • It's unjustifiable to say that...

Comprehension check

Categorize the following expressions correctly.

You're absolutely right.

What I mean is

In my opinion,

Exactly.

It is thought that

Some people say that

That's a good point.

I believe that

So do I.

On the contrary

However

I must take issue with you on that.

It is generally accepted that

Yes, I agree.

I'm afraid I have to disagree.

That's different.

It's unjustifiable to say that

Expressions appropriate for both written and spoken English	Expressions appropriate more for spoken English

Section C – Useful Transitions and Expressions

<p><u>Introducing the topic:</u></p> <ul style="list-style-type: none"> • To begin with • As an introduction • To start with 	<p>e.g., <i>To begin with/As an introduction/To start with, music plays an essential role in our everyday life.</i></p>
<p><u>Giving your opinion:</u></p> <ul style="list-style-type: none"> • (Personally) I think • I believe • In my opinion • From my point of view, • As I see it • As far as I'm concerned • It is clear that 	<p>e.g., <i>I think/I believe/In my opinion/From my point of view/As I see it/As far as I'm concerned/It is clear that music is the best way to release our feelings.</i></p>
<p><u>Introducing the main arguments:</u></p> <ul style="list-style-type: none"> • Firstly • Secondly • Finally 	<p>e.g., <i>Firstly/Secondly/Finally, music often helps people to cheer up.</i></p>
<p><u>Adding extra points to the arguments:</u></p> <ul style="list-style-type: none"> • In addition, • Besides, • Moreover, • Furthermore, • What is more, • Also, 	<p>e.g., <i>In addition/Besides/Moreover/Furthermore/What is more/Also, music is an essential element in different ceremonies.</i></p>
<p><u>Contrasting ideas:</u></p> <ul style="list-style-type: none"> • Whereas • However • Actually • On the other hand • In fact 	<p>e.g.1, <i>However/Actually/On the other hand/In fact, music is used to treat non-verbal patients.</i> e.g.2, <i>Whereas music is usually used to entertain people, it is sometimes used to treat non-verbal patients.</i></p>
<p><u>Expressing consequence:</u></p> <ul style="list-style-type: none"> • ,so • Therefore • As a consequence • As a result • That is why 	<p>e.g., <i>Therefore/As a consequence/As a result/That is why music is important to humankind.</i></p>
<p><u>Giving examples:</u></p> <ul style="list-style-type: none"> • For example, • For instance, • , such as • , like 	<p>e.g.1, <i>For example/For instance, personalized music via iPods is used to combat Alzheimer's disease, which is characterized as the inability to communicate how they feel.</i> e.g.2, <i>Recent technology such as (or like) iPods is used to personalize music in treatment of Alzheimer's.</i></p>
<p><u>Expressing conclusion:</u></p> <ul style="list-style-type: none"> • In conclusion, • To sum up, • To finish, 	<p>e.g., <i>In conclusion/To sum up/To finish, music is a unique language, which is understood by everyone all around the world.</i></p>

Comprehension Check

A. Check True or False.

1. It does not really matter whether you use transitions to express your opinion or not as long as your essay is full of good contents. → T or F

2. 'I believe,' 'In my opinion,' and 'It is clear that' are some expressions you can use to introduce the main arguments. → T or F
3. It is better to use 'For example' or 'For instance' than 'such as' or 'like' when giving examples. → T or F

B. Choose the best expressions from the word bank to fill in the blanks in the essay below.

Word Bank					
From my point of view	To being with	What is more	Actually		
Therefore	In conclusion	but	For example	such as	As a result

Many people like music in life. This is why MP3 players, CD players and iPods sell like hotcakes nowadays. For the question of why music is so important to them, different persons have different answers based on their experiences. _____, I think that there are two major reasons for those people who are like me to choose music. One is exploring imagination and the other is expressing emotions.

_____, music can explore imagination, which is very important that a person can have. This is because music has unique rhythm and timbre that trigger a range of emotions as well as create images of some sort. _____, listening to Debussy's piano music, I feel as if I were lying on the grass on the sunny.

_____, we can express our emotions and feelings via music. _____ that music is a good way of expressing our feelings. _____, when I feel depressed, I often listen to rock music and dance to it. In the funeral, we play music to express our sadness and memory to the person who passed away. When we succeed to do something, _____, we play happy music _____ marching band music to celebrate our achievement.

_____, different people listen to music for different reasons, _____ many of them like me listen to music because it enables them to explore imagination and express emotions. I think this is also why music is an essential element of humankind.

Supporting details

What are Supporting Details?

- Consists of major and minor details.
- The major detail supports the Topic Sentence.
- The minor detail supports the major detail.
- The supporting details should be equally developed as follows:
Topic Sentence > Major Detail > Minor Details > Major Detail > Minor Detail

Example:

Last, one of the most attractive features of cats as house pets is their ease of care. **Cats do not have to be walked.** They get plenty of exercise in the house as they play, and they do their business in the litter box. Cleaning a litter box is a quick, painless procedure. **Cats also take care of their own grooming.** Bathing a cat is almost never necessary because under ordinary circumstances cats clean themselves. Cats are more particular about personal cleanliness than people are. **In addition, cats can be left home alone for a few hours without fear.** Unlike some pets, most cats will not destroy the furnishings when left alone. They are content to go about their usual activities until their owners return.

Concluding Paragraph

Restatement of the thesis statement

What a Restatement of Thesis?

- Summarizes the Topic Sentences of the essay
- Paraphrase the Thesis Statement from the Introductory Paragraph
- To remind readers of the main points for the last time

Common Transitions for Concluding paragraph

- In conclusion,
- To sum up,
- To conclude,
- On the whole,
- To summarize,
- In summary,

Example:

In conclusion, **cats are great house pets as they are low maintenance, civilized companions.**

Transition

Restatement of Thesis

Final thought

What are Final Thoughts?

- A Final Thought at the end of your essay to leave a lasting impression
- To connect the topic with more general issues
- A Final Thought can be rhetorical or thought-provoking question, opinion, prediction or suggestion.

Example:

People who have small living quarters or less time for pet care should appreciate these characteristics of cats. However, many people who have plenty of space and time still opt to have a cat because they love the cat personality. In many ways, cats are the ideal house pets.

Comprehension Check

Practice 1) Read the following essay and answer the questions.

The Right to Die

A difficult problem that is facing society is euthanasia, another word for mercy killing. Thousands of young people are mortally ill because of incurable disease. They are all kept alive in artificial ways. They have no chance to recover completely, but most of the legal systems do not allow doctors to end their lives. However, fatally ill patients should be allowed to die for several reasons.

First, medical costs are very high. The cost of a hospital room can be as much as a hundred dollars per day and even more. The costs of medicines and medical tests are also high. The family of the patient is responsible for these expenses. Consequently, they would be a terrible financial burden for them for a long time.

Second, the family suffers. The nurses can only give the terminally ill patient minimum care. The family must spend time to care for the special needs of their loved one. They should talk, touch, and hold the patient even though he or she may be in a coma. For example, Karen Quinlan's parents visited her every day even though she was unable to speak or to see. Also, it is very difficult to watch a loved one in a coma because his or her condition does not improve.

Last, the patients have no chance of recovery. They can never lead normal lives and must be kept alive by life – support machines. They may need a machine to breathe and a feeding tube to take in food. They are more dead than alive and will never get better. For example, in 1975, Karen Quinlan became unconscious after she swallowed some drugs and drank alcohol. She was kept alive by machines. Her parents knew that her body and brain would never be normal. Therefore, they asked the court to allow their daughter to die. The judge agreed, and Karen's breathing machine was turned off. She was able to breathe on her own, but she died nine years later in June of 1985.

In conclusion, because terminally ill patients have no chance to live normal lives, they should be allowed to die with dignity. Therefore, the family should have the right to ask to turn off the life-support machines or to stop further medical treatment.

Answer the following questions.

1. Underline the thesis statement.
2. Underline the topic sentences that give reasons.
3. Underline the restatement of thesis.
4. Circle the transitions.
5. Which sentence expresses the writer's opinion about the right to die?

Practice 2) Read the following essay and answer the questions.

Watching TV

Watching television is an experience shared by most adults and children. It is cheap, appealing, and within the reach of the general public. In this way, TV has become an important mass media around the world. Sadly, this resource isn't used in a way that people could get the best possible benefits from it. The purpose of this essay is to persuade the reader that people shouldn't watch too much television because the content of many TV programs is not educational; it makes people waste time that could be used in more beneficial activities; and it negatively affects people's mental development.

The first reason why people shouldn't watch too much television is because the content of many TV programs is not educational. Nowadays, we can see movies, series, and shows that present scenes of violence, sex, and drugs. This has established wrong concepts among the audience that influence them into having a negative behavior. Moreover, the impact this tendency has on children is worse because they grow up with the idea of a world where women must be slender and blonde to stand out. Where problems can only be solved with money and violence, and where wars are inevitable.

The second reason why people shouldn't watch too much television is because it makes people waste time that could be used in more beneficial activities. The time we spend watching TV could be applied to useful activities like exercise, reading, interacting with friends and family. These activities that are a crucial for a healthy lifestyle.

The third reason why people shouldn't watch too much television is because it negatively affects people's mental development. According to several scientific studies, watching TV for prolonged periods of time has a negative effect over the intellectual development of children. This leads to deterioration of the mental capacity in older people by causing both attention and memory problems in the long term.

In conclusion, people shouldn't watch too much television because the content of many TV programs is not educational; it makes people waste time that could be used in more beneficial activities; and it affects people's mental development. However, this doesn't mean that we should ban TV, but if we are going to watch it, we should do it with moderation. Television is a resource that we should learn to use through the right selection of programs by taking an active and critical attitude towards it.

Answer the following questions.

1. Underline the thesis statement.
2. Underline the topic sentences that give reasons.
3. Underline the restatement of thesis.
4. Circle the transitions.
5. Do you think there are enough transitions?

Section E – Debate / Essay Content (Positive and Negative aspects of K-POP)

- We are going to have a debate on the following topic and will later write an essay about it. Therefore, please read the both sides of opinions carefully and try to think about positive and negative aspects of K-POP.

This Part Supports the Korean K-POP Music Industry

The Korean music industry or K-POP promotes culture worldwide and bolsters our economy.

This Part Refutes the Korean K-POP Music Industry

K-POP creates fantasy world that misrepresent Korean people and encourages **low-browed** culture.

Points For

➤ Recognition of Korea; promote Korean Culture

K-POP is a valuable **ambassador** for Korean culture and helps to educate the rest of the World about life on the peninsula. While the singers are young their lyrics embody traditional values of family, friendship, and romantic love.

➤ Stimulates Korean Economy

According to BBC the K-POP industry **contributes** 3.4 billion dollars annually to the Korean Economy. Additionally, K-POP concerts in China are already very lucrative and no other country is in a better position to sell recorded music in China, an enormous market.

➤ Development of Korean Music Industry

To those that would argue that K-POP is not real music, why are concerts selling out world-wide in minutes. It may seem like a fad but it's grow has come via social media outlets like you-tube and shows no signs of slowing down. An industry this **lucrative** has enormous potential to fuel other genres of music as well.

➤ Initiates New Korean Fashion Trends

As much as K-POP is about the catchy lyrics, dancing moves and hip hop sound, another equally important **component** is the fashion. From JY Park to G-Dragon K-POP singers have had a huge impact on fashion and a very increasing impact on the youth market.

Points Against

➤ Focus Placed on Personal Appearance

With plastic surgeries on the rise, Korea has become a ridiculously **image-conscious** culture, and K-pop idols have helped to drive this trend. Image is the most essential quality of a performer while talent, music and creativity play only **secondary** roles.

➤ Exploitation of Teenagers (Sexually)

K-pop music videos have created fantasy worlds that lack **morality**. They contain sexually suggestive content, nightclub scenes, sexually charged **choreography** (usually among girl groups). It is known that K-pop sells images of the young, innocent, yet sexually charged girl **archetype** and a sexy beast-like man's body.

➤ Misrepresents Korean Culture

How Korean is K-pop? K-pop industry has introduced young Koreans who grew up in New York, LA, and other Western cities. They are introduced by 3 most powerful music management companies (SM, YG, JYP) and trained to represent their companies.

➤ Stifles Korean Music Creativity and Diversity

K-pop idols are trained to represent their companies (SM, YG, JYP). K-pop artists don't write their own music. It is known that it costs 2.5 US dollars to train an idol until his/her debut. S/he is trained to how to sing, dance, act, speak foreign languages, and carry themselves in interviews.

Directions

Now that you have had a chance to read up on the great debate from both sides, it is time to prove for us just how well you understand what you read. There are two short paragraphs down below with a few key vocabulary terms missing. Do us all a favor and **fill in the blanks with the words from the bank.**

1. The _____ of South Korea to the United States, Choi Young-jin recently stated how proud he is of the recent wave of K-POP success world-wide and plans to attend the upcoming concert of Girls Generation in Los Angeles to deliver personally his congratulations. The concert which sold out in minutes and many others like it world-wide _____ greatly to spreading Korean culture around the globe. These _____ concerts help to stimulate the Korean economy by adding billions of dollars of export sales to the GNP. The K-POP wave has also given another _____ of our recovering economy a boost, that being the fashion industry.

2. Leung (2012) stated that misrepresentations of doll-like, tall, perfect women in the K-pop industry, coupled with the Western ideal of beauty have helped Korea become an increasingly _____ culture. Videos show sexually charged _____ performed by young, innocent, yet sexually charged schoolgirl _____. The K-pop industry has certainly set a stage where fantasies are acted out, yet _____ is maintained outside of these fantasy worlds. Image is the central quality of a K-pop artist while talent, music, and creativity play only _____ roles. For these reasons, K-pop should be blamed for creating _____ culture.

< Word Bank >

component	lucrative	ambassador	contributes
low-browed	morality	secondary	image-conscious
	choreography	archetype	

Section F – Revision Rubric Checklist

Scoring Rubric: Essays

		Maximum Score	Actual Score
Format – 5 points Title centered (2), first line of each paragraph indented (1), margins on both sides (1), text double-spaced (1)			
Total		5	
Mechanics – 5 points Punctuation: periods, commas, semicolons, quotation marks (3), capitalization (1), spelling (1)			
Total		5	
Content – 20 points The essay fulfills the requirements of the assignment. The essay is interesting to read. The essay shows that the writer used care and thought.		5 5 10	
Total		20	
Organization – 45 points The essay follows the outline, and it has an introduction, a body with 3 paragraphs, and a conclusion. Introduction: The introduction ends with the thesis statement. Body - Each paragraph of the body discusses a new point and begins with a clear topic sentence. - Each paragraph has specific supporting material: facts, examples, quotations, paraphrased or summarized information, etc. - Each paragraph has unity. - Transitions are used to link paragraphs. - Each paragraph has coherence. Conclusion: The conclusion summarizes the main points or paraphrases the thesis statement, begins with a conclusion signal, and leaves the reader with the writer's final thoughts on the topic.		5 5 5 10 5 5 5 5	
Total		45	
Grammar and Sentence Structure – 25 points Estimate a grammar and sentence structure score. Check for _____ errors Number of errors found (verb tense, article, S-V-A, etc.)		25	
Grand Total		100	

Comprehension check

The following essay was a university ESL student's response to the prompt; *People listen to music for different reasons and at different times. Why is music important to many people?* **Your task is twofold: 1) evaluate the essay using the scoring rubric above, and 2) identify 10 errors and correct them.**

Today music takes the main part of human life. Many people listen to music in the street, at home or anywhere .In different condition, people can get different feelings from music such as getting relaxion, escaping from stress or having a good time.

To begin with, sometimes people need to get relaxation, so they do different activities. In my opinion, one of the best activities are listening music. For example, when I get annoyed somebody or something, I can relax only by listening to classical music. Moreover, it is a fact that when people listen to music, they feel more relaxed and more happy.

Secondly, people listen to music because of they want to escape from stress. Nowadays, people encounter much stressful situations in their life such as having a difficult boss at work or being stuck in traffic jam. For instance if I have a difficult day at my job, I usually listen to music to relieve my stress. Therefore, music helps people live a more peaceful life.

Today music takes the main part of human life. Many people listen to music in the street, at home or anywhere .In different condition, people can get different feelings from music such as getting relaxation, escaping from stress or having a good time.

What is more, people listen to music for having a good time. For instance, when you go to a concert or opera, you can have funny time. For this reason, music is a key element to theatrical plays and movies, which make them more memorable and entertaining for a lot of people.

As a starter, many people listen to music for different reasons such as relaxing, having a good time or escaping from stress. Therefore, music can provide them with a peaceful and relaxing life.

Section G - Singing Performance Rubric

- Read the following rubric thoroughly! If there are unknown words, please look up the dictionary. Also, you will use this rubric in class.

	Superior 5pts	Excellent 4pts	Very Good 3pts	Average 2pts	Poor 1pt
Pitch 음정	Pitch is very accurate.	Pitch is accurate most of the time.	Some accurate pitches but there are several errors.	A lot of inaccurate pitches.	Who needs pitch?
Beat 박자	The beat is very accurate.	The beat is accurate most of the time.	Some accuracy in beat but there are several errors.	A lot of inaccurate beats.	No beats.
Tone Quality 음색	Tone is clear and focused through the range of voice.	Tone is focused and clear through the normal range of voice.	Tone is usually focused and clear but can uncontrolled even in the normal range of voice.	Tone is often not focused or clear regardless what the range of voice.	Lee Seung Chul asks, "Are you tone deaf?"
Expression and Style 표현과 스타일	Performs with a creative touch and unique style.	Performance shows some creativity and expected style.	Performance shows limited creative and style.	Rarely demonstrated creative and style.	Lee Seung Chul says, "You are out!"
Diction 발음	Lyrics are very understandable.	Lyrics are understandable most of the time.	Lyrics are sometimes understandable.	Lyrics are not understandable.	What language were you singing?

Fun Activity!

Go to <http://www.youtube.com/watch?v=rl5nCm3d4ac> and watch the video. Then, evaluate the contestant's singing performance using the singing performance rubric on the previous page. Write scores for each part in the scoring sheet below.

Contestant	Pitch	Beat	Tone Quality	Expression & Style	Diction	Total
Kim						

Section H – Music Genres

- Here are 5 different types of music genres. Read this carefully and answer the following questions. Also, be aware that you may need this text for an in-class task.

Hip hop as music and culture formed during the 1970s when block parties became increasingly popular in New York City, particularly among African American youth residing in the Bronx. Block parties incorporated DJs who played popular genres of music, especially funk and soul music. Due to the positive reception, DJs began isolating the percussive breaks of popular songs. This technique was then common in Jamaican dub music, and was largely introduced into New York by immigrants from Jamaica and elsewhere in the Caribbean, including DJ Kool Herc, who is generally considered the father of hip hop. Because the percussive breaks in funk, soul and disco records were generally short, Herc and other DJs began using two turntables to extend the breaks. Hip hop music in its infancy has been described as an outlet and a "voice" for the disenfranchised youth of low-economic areas, as the culture reflected the social, economic and political realities of their lives.

K-pop (Korean: 가요, *kayo*) (an abbreviation of **Korean pop** or **Korean popular music**) is a musical genre consisting of dance, electronic, electro pop, hip hop, rock, and R&B music originating in South Korea. In addition to music, K-pop has grown into a popular subculture among teenagers and young adults around the world. Although in a bigger scope K-pop may include other genres of "popular music" within South Korea, outside of the country the term is more commonly used for songs sung by Korean teen idols, which covers mostly dance, electronic, rap, hip-hop, and R&B genres. Starting in 1992, dance and rap music became popular due to Seo Taiji & Boys, which is seen as the beginning of modern K-pop. Genres such as ballad and rock are still popular today; however, the term can be debatable. With the rise of social media networks during the mid-2000s, the ability of K-pop to reach a previously inaccessible audience via the Internet is driving a shift in the exposure and popularity of the genre. The Korean Wave has spread K-pop to the Pacific Rim, the Americas, Eurasia, and North Africa.

Classical music is the art music produced in, or rooted in, the traditions of Western liturgical and secular music, encompassing a broad period from roughly the 11th century to present times. The central norms of this tradition became codified between 1550 and 1900, which is known as the common practice period. It should not be confused with the Classical Era. European music is largely distinguished from many other non-European and popular musical forms by its system of staff notation, in use since about the 16th century. Western staff notation is used by composers to prescribe to the performer the pitch, speed, meter, individual rhythms and exact execution of a piece of music. This leaves less room for practices such as improvisation and *ad libitum* ornamentation that are frequently heard in non-European art music and popular music. The term "classical music" did not appear until the early 19th century, in an attempt to "canonize" the period from Johann Sebastian Bach to Beethoven as a golden age. The earliest reference to "classical music" recorded by the *Oxford English Dictionary* is from about 1836.

Jazz is a musical style that originated at the beginning of the 20th century in black communities in the Southern United States. It was born out of a mix of African and European music traditions. Its African pedigree is evident in its use of blue notes, improvisation, polyrhythms, syncopation and the swung

note. From its early development until the present day jazz has also incorporated elements from American popular music. As the music has developed and spread around the world it has drawn on many different national, regional and local musical cultures giving rise, since its early 20th century American beginnings, to many distinctive styles: New Orleans jazz dating from the early 1910s, big band swing, Kansas City jazz and Gypsy jazz from the 1930s and 1940s, bebop from the mid-1940s and on down through West Coast jazz, cool jazz, avant-garde jazz, and other ways of playing the music.

Rock music is a genre of popular music that originated as "rock and roll" in 1950s America and developed into a range of different styles in the 1960s and later, particularly in the United Kingdom and the United States. It has its roots in 1940s' and 1950s' rock and roll, itself heavily influenced by rhythm and blues and country music. Rock music also drew strongly on a number of other genres such as blues and folk, and incorporated influences from jazz, classical and other musical sources. Musically, rock has centered around the electric guitar, usually as part of a rock group with bass guitar and drums. Typically, rock is song-based music usually with a 4/4 time signature utilizing a verse-chorus form, but the genre has become extremely diverse and common musical characteristics are difficult to define. Like pop music, lyrics often stress romantic love but also address a wide variety of other themes that are frequently social or political in emphasis. The dominance of rock by white, male musicians has been seen as one of the key factors shaping the themes explored in rock music. Rock places a higher degree of emphasis on musicianship, live performance, and an ideology of authenticity than pop music.

Comprehension Check

Circle the best answer for each of the following questions.

- Which genre of music isolates the percussion breaks of popular songs?
 - K-pop
 - Hip hop
 - Rock
 - Jazz
- Which genre of music consists of electric guitar, bass guitar and drums?
 - Classical
 - Jazz
 - K-pop
 - Rock
- Which genre of music can trace in roots to the southern United States?
 - Rock
 - Classical
 - Jazz
 - None of the above
- Bach and Beethoven are most well-known for their contributions to which genre of music?
 - Rock
 - Jazz
 - Classical
 - Hip hop
- Disenfranchised youth of low-economic areas are given a voice through hip hop music, but what are where cultural realities?
 - Social
 - Political
 - Economic
 - All of the above
- How is western classical music different from European classical music?
 - Pitch
 - Rhythm
 - Speed
 - Staff notation
- Which of the following genres does not have an influence on rock?
 - Jazz
 - Classical
 - Country
 - K-pop
- Which of the following is not covered by K-pop?
 - Dance
 - Country
 - Hip hop
 - Rap
- Who is responsible for introducing percussion breaks into the hip hop scene of New York?
 - Farmers
 - Immigrants
 - Teachers
 - Scientists
- What is Stephen van Vlack's favorite genre of music?
 - Hip hop
 - Classical
 - Jazz
 - Rock

Class Picture Album

A+ Team – Week 1



Jeffrey T. Gibbons, Kim Ji Eun, and Lee Ju Eun

Ice Breaking – Week 1



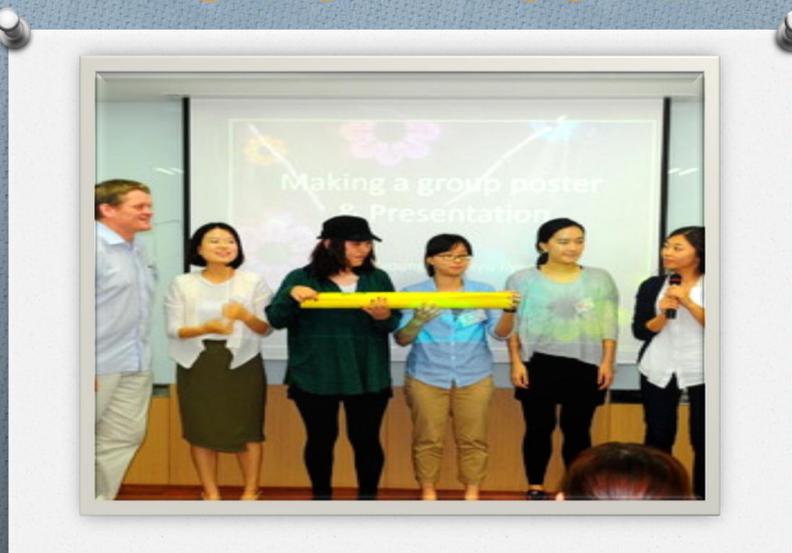
Catch me if you can!

Ice Breaking - Week 1



Fronting the class during mystery box.

It Girls – Week 2



Jeffrey T. Gibbons, Lee Ju Eun, Doona, Seong Mi, Ji Hyun and Young Eun

Ice Breaking - Week 1



One of our favorite games, Who am I?

Travel - Week 6



Hard at work decide what to pack.

Travel – Week 6



Listening to a travel narrative.

Music – Week 11



Music program selections for Sookmyung FM.

Music – Week 11



Planning the K-pop debate.

Music – Week 11



A Sookmyung Idol is born, Justin watch out!

The overall objective for the lesson was to have the students write a narrative travel paragraph based on their own travel experience in the past tense. We, group 1, were teaching for the second time and we choose to emphasis the structure of the paragraph as in the past in has been something that most of the students needed practice with. The homework was well selected as the students were given practical exercises on paragraph structure, transitional expressions, past tense, combined with reading and comprehension checks for narrative travel writing.

The first task of the evening was called 'travel bag' and it was chosen to lead off the night because of the great potential for creativity and humor. Jieun did a really good job in explaining the procedure to the class, although I had a slightly different idea about how to attach the pictures to the writing slips, which just goes to show you that even the smallest details need to be ironed out prior to team teaching. Additionally this week I felt we made much better use of the power point, however even with practice the turning of the slides was awkward as the person speaking would probably have enjoyed a USB clicker to turn the slides. One thing even I was guilty once was talking to a group when my partner was giving additional clarification. In the future, I will need to model better listening skills for the class. I really liked the first task and will definitely use it in my own teaching.

The second task was called 'what will happen next' and although this task was extremely well planned out with funny videos, worksheets, and it had sufficient time to complete the task, the task took much longer than it should have. The class was divided into three and sent to watch videos in three different locations, once there they were subdivided into groups of three or four students and asked to collectively write a paragraph to answer the question of what will happen next in the video. They would then share their stories with the other groups to select one to represent their video before heading back to the main classroom to present their video following a screening of their video. The groups were extremely slow in brainstorming ideas about what would happen next in the video and even after 15 minutes they did not have much more than a sentence or two written. Brainstorming of ideas still seems to be a weakness of the students and will need to be addressed in the coming weeks. One problem with the streaming of videos is that you are at the mercy of the school's downloading speed which can be quite slow. I would recommend downloading the videos and storing them on a USB in the future.

The third task of the evening was called 'a jigsaw story' and the goal of the task was to have each member of the group contribute a memorized piece of the story to the group so that they might scaffold each other to sequence the story correctly. The story consisted of eight pieces and three were given in the correct places. Some difficulty was experienced by some groups as group leaders were uncertain of the procedures. The materials were properly labeled and I believe that the instructions were clearly given. I felt that during the briefing group leaders needed to pay better attention to the explanation. Time management is always an issue, but group leaders share a responsibility to be well informed so that task can proceed smoothly. I will be the first to admit that my preparation on non-teaching nights is not always adequate. Hence forth I shall do the required reading homework and assigned tasks, and study the lesson plan prior to the briefing, so that any questions or concerns I have may be resolved before class is to begin. Our role as facilitators requires nothing less than our best. I would suggest that the reading and lesson plan be emailed directly to the practicum students as we are all extremely busy and sometimes we forget to download the homework and plans from the website. The email would serve as a gentle reminder.

The task was fairly well done none the less by the groups as they all eventually got the correction solution and the story titles were creative and quite unique. This task is something I would definitely do in the future and Ju Eun did a great job explaining the task.

The fourth task 'your travel narrative' required a rushed approach as time was running short. The goal of the task was to produce a first draft of a travel narrative paragraph individually and have sufficient time for the students to trade papers with a partner to check for clarity of thought. The brainstorming of ideas was aided by selecting from a list of writing prompt questions designed to form a well structure paragraph. The first and last questions were selected to function as a topic and concluding sentence. The worksheet was designed well to encourage the students to write in a proper paragraph form. Good examples were provided through the power point, but the first step needed to be broken down into two separate steps. The first step should have been to just select questions, and then the students would have been directed to write out answers in a free-write mode ignoring grammatical and spelling issues. The problem arose that students took too long as they were stopping and starting the writing free-write every time they selected a question. Redirection was required but still students were asking for spelling and grammar advice. The concept of free-writing needs to be readdressed in the future as it is a foreign concept to most students. The task was complete in about 20 minutes to leave enough time for the final and most important task of the evening, which didn't allow for enough time for students to offer feedback to their partner. Originally they would have read each other's work and placed a check mark after a clear sentence and a question mark following an unclear sentence with the problem areas underlined. Time for feedback would have allowed a discussion and some revision of ideas. I suggested that students keep the rough draft in a work-in-progress folder as they might have an opportunity to finish the writing for another assignment elsewhere.

The final task of the evening was very creative and it built upon the other tasks that preceded it. The task 'travel narrative' required the students to write with a partner a paragraph for a travel magazine. They were given a country with plenty of information about the countries attractions, cuisine, activities, and entertainment both in written and visual forms. The scaffolding of the language through the information was a great aid to the students and the activity was done fairly well done. The work required to set up this task well is extensive and is one factor to consider before doing it in the future, but I believe the time invested is well worth it in the end. The task could be repeated later in a course with much less information or even just a list of websites for students to find their own information as proper scaffolding would have been completed.

Overall I think the lesson was fairly well done and the task were well designed. I will look into purchasing or obtaining a power point clicker as in would allow the instructor speaking better control of power point from anywhere in the room. Additionally, the cordless microphone was left uncharged which hampered the speaker as they were limited to a shorter range of movement. Preparation for the lesson is a responsibility they needs to be shared by all practicum students as time management is always an issue, hence forth doing the homework and being prepared to discuss the lesson plan in briefings will become my first priority.

The overall objective for the lesson was to have the students write and revise an opinion essay in relation to the theme of music. I can honestly say this lesson was the most enjoyable of the three teaching assignments this semester and that my partners Ji Eun and Ju Eun are first rate teachers and it has been my pleasure to work with both of them. I felt we really grew as teachers this past semester and most importantly learned how to work as a team and function well together as co-teachers.

The first task for the evening was called Sookmyung Idol and the students were asked to judge three singing performances from reality TV shows. They were provided a reader friendly rubric in the homework and the criteria was pitch, rhythm, tone quality, style & expression, and diction. The three performances feature a two high quality young teenager's one boy Jack Vidgen from Australia and one girl Rachel Crow from the United States, as well as a train wreck in the form of Michael Lewis from Britain who was 28 years old. The first task was well linked to the homework, as it was a required task so the scoring and rubric were very familiar. The students were able to complete the first task ahead of schedule and it was quite obvious that it was enjoyable. A lot of thought went into selecting the contestants and it paid off well. This is a task that I would love to do again in the future and the only change I would make would be to take more time and model the judging of one contestant and discuss the rubric with the students to make sure they fully understood everything. The students selected Rachel Crow in a landslide, which honestly surprised me as my colleagues and I felt that Jack Vidgen would have won a close race.

The second task was called Seokmyung FM and it required a little movement on the part of the students as they were asked to review 30 song selections in the hallway to determine a playlist for the campus radio station noon hour. The song posters in the hallway had an image, song title, artist name and the first few lines of the lyrics to activate the student's schemata. The students were to select one song and then as a group back in the room narrow those selections down to just two and provide their reasons or opinions for those selections. The students demonstrated comprehension and completed the task on schedule with little problem. I believe Sunday Morning by Maroon 5 was the song most voted for from a wide variety of selections. The students were able to get my and express their opinions about their song selections and their statements reflected good sound reasoning as well as some washback from the first task's rubric. In the future, I would love to do this task again with maybe one more song being added to the groups' selection, as I felt more votes would have produced a clearer winner.

The third task of the evening was called The Great Debate and it centered on a hotly debated topic, does K-POP music do a good job of representing Korean culture? The groups were divided into pairs and assigned the positive or negative side of the debate. The students were provided with information in the homework on both sides of the debate and were asked to refer to the homework for guidance. They were asked to add to the information from their own knowledge and most pairs were able to come up with additional points for debate. The pairs worked for ten minutes and then big sisters were to act as moderators for the debate. From my personal perspective the debate went according to plan, as students were very good at expressing their point of views and the task was completed on time. In the future, I think this task is one that I

would also use as it served as an excellent lead up to the writing of an opinion essay. The only modification that would be necessary would be on the amount of information given to the students depending on their ability.

The fourth task of the evening was the writing of an opinion essay and it was a total group effort, as the winning side from the debate would be utilized as the basis for a five-paragraph essay. As part of a treatment the students were given a focus on form paragraph planner to assist them in the writing of the essay. They were instructed not to write in full sentences, just point forms and were given ten minutes to fill out the planner. Once completed the group was divided up into pairs and were given the task of either writing the introduction, first topic paragraph, and the conclusion, or the second and third topic paragraphs. This also went fairly well and the groups completed the task close to on time. One thing that I might have tried in the future would be to have sheets of paper that were half sheets for the paragraphs so that more people could have been engaged in the writing process at once. I would have loved to introduce technology for the final or good copy through google docs, so that all of the students could have been working on the same essay at the same time. All of this would have been only made possible with a proper computer lab with enough computer terminals for every student, and some ground work setting up the accounts.

The fifth task of the evening was called Revise, So Wise, Now Publish and one student from each writing pair were to take their opinion essay and a rubric checklist to the table on the right. There the remaining students were to read the paper and compare it to the checklist so that feedback could be offered. The groups preformed this part of the task well enough and some constructive feedback was given, but getting the groups back together and rewriting the paper required additional time for some groups. This is where the use of computers would have added in the writing process and allowed for better time management. All in all I thought the entire lesson was well conceived, planned and executed and would like to thank all of the big sisters for doing such an excellent job in facilitating the lesson. A special thanks as well to Ju Eun and Ji Eun who worked extremely hard this semester and were great teammates.

Overall I think the lesson was really well done and the task were well designed. The students enjoy the lesson and were very well motivated as the topic and tasks were interesting and lively. I would like to thank the effort of all the big sisters in guiding their individual groups in completing the evening's tasks, and a special thank you to Ju Eun and Ji Eun for all the hard work and dedication they have demonstrated during this semester.

Section IV

Action Research

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Action Research

Effective ways to empower students to produce desired results through in-class techniques in task-based learning

Kim So Young, Kim Soung Eun and Jeffrey Gibbons

Introduction

This action research on the effective ways to empower students to produce desired results through in-class techniques in task-based learning was conducted by Kim So Young, Kim Soung Eun and Jeffrey Gibbons, the teachers-in-training in the practicum course at Sookmyung Women's University Graduate School of TESOL. Our role as a teacher were to design lesson plans in reading and writing instruction to prepare undergraduate GEP (General English Program) students to take the writing section of the MATE (Media Assisted Test of English) which consists of three tasks and to teach the lesson plans we designed. In GEP class, we were in charge of a group consisting of three students or a pair of teachers-in-training a group of four students. Our roles as a facilitator were to help students with in-class tasks and to provide feedback on writing homework. The GEP students were undergraduate students at Sookmyung Women's University who were mostly juniors and seniors. There were 26 students in the class. They chose to take the GEP to prepare for the writing section of the MATE which was one of the qualifications for graduation. We met them every Tuesday from 7:50pm to 10:30pm. The students were given reading homework a week prior to each class so that they could prepare for the lesson regarding as well as the teachers could make use of class time effectively. From class observation, we noticed that not many students struggled to begin and complete the tasks with the desired results. We wonder how we might empower the students produce the desired results for in-class tasks by using in-class techniques.

Area of Interest

During the first third of the semester, we noticed that many students were slow to begin the tasks and did not seem to possess the ability to complete the tasks even though they had been given sufficient opportunity with the reading homework for the GEP class. In the reading homework, form-focused exercises focusing on raising students' awareness of lexical items and particular grammatical structures related to target functions were

provided as well as background knowledge for the following week's theme. By doing the reading homework, the students could practice using the target language items for the following week appropriately in context with interaction between themselves and the materials. The problem was that the students did not use most of the target language items they have learned through the reading homework while engaging in in-class writing tasks. Consequently, it has been a concern for the GEP teachers to devise in-class techniques to empower GEP students' to produce the desired results with greater efficacy.

As a way of empowering GEP students' to produce the desired results, we devised a series of four different treatments. The treatment began in week 10 with a vocabulary focus, followed by a form focus in week 11, followed by both a vocabulary and form focus in week 12, and then finally a graphic organizer and focus terms in week 13. We collected data in the form of observations and teacher-in-training surveys to ascertain which treatments were effective and which were not. The data was collected systematically. Based on its analysis, we are able to come up with some recommendations to empower students' to produce the desired results with greater efficacy in in-class tasks.

Literature Review

Within the framework of the Communicative Language Teaching approach (CLT), one method is based on the concept that effective learning occurs when students are fully engaged in a language task, rather than just learning about language (Oxford, 2006). The Task-based Learning method (TBL) to language learning differs from most other methods in that it involves a sequence of communicative tasks to be carried out in the target language, rather than an inventory of forms which are presented to the students and then practiced. These other methods are based on "an assumption that there is a direct relationship between 'input' and 'intake', that what is presented can be mastered directly and will, as a result of that mastery, become a part of the learner's usable repertoire." (Willis & Willis, 2002: 173) The task-based teaching approach which is situated within the CLT framework has brought about significant changes in the second language classroom over the past two decades. Learners are no longer seen as blobs of clay that a teacher shapes and molds into a communicative work of art. They are in fact intelligent, sophisticated language learners

who have proven their ability to learn language and have valuable insight as to how they want to learn their second or more languages.

Inside each learner is a syllabus as we will come to discover that cannot be denied and will dedicate how and when they learn. We as instructors and teachers must view this relationship with our students as a mutually beneficial in that both parties have something of value to bring to the table. Cognizant of the needs of the students, knowledge about language learning theories, language learning and teaching experience, culture awareness, a positive attitude and an open mind will serve us best in planning and delivering the a great language learning experience. In an attempt to define the term “task” many linguistic heavy weights have offered up their definitions for consideration. Nunan (2004) offers up a distinction between what he calls target or real world tasks and pedagogical tasks. Target or real world tasks refer to the use of language in the real world, beyond the confines of our four-walled language classrooms. Hence all those tasks requiring language inside those four walls would be consider pedagogical tasks. We have drawn an early distinction here by stating the use of language as there are tasks both in the real world and the classroom that can be completed without the use of any language.

The importance of including a communicative goal was not lost on Willis and Willis (2001) when they discussed a task as a classroom undertaking where the use of the target language is employed by the learner for a purpose or goal in order to achieve an outcome. It is through the negotiation of meaning between participants using the target language in a task that they are able to achieve an outcome. Nunan (2004: 16) refers to the work of other authors compiled by Skehan in putting forward five key characteristics of a task: meaning is primary, learners are not given other peoples’ meaning to regurgitate, there is some sort of relationship to compare real-world activities, task completion has some priority, and lastly the assessment of the task is in terms of outcome. Ellis (as sited in Nunan 2004: 16) describes a task as a workplan that requires the learners to process language in order to achieve an outcome that can be evaluated, stating also that it does not predispose forms, but it should be reflective of language in the real world. Nunan (2004) own definition of task states learners are involved in comprehending, manipulating, producing or interacting in the target language and are required to utilize their grammatical knowledge to convey meaning. Additionally Nunan requires the task itself to have a sense of completeness so that it can stand on its own as a communicative act. While these definitions vary to some degree

the overriding fact remains that tasks involve the learner using the target language to convey meaning without restricting their choice of forms based on their own grammatical knowledge to complete the task.

Treatment Schedule

Treatments	Description
<p style="text-align: center;">Week 10 <i>Vocabulary Action Cards</i></p>	<p>The action cards were created based on the target language items of the lesson that were contained in the reading homework, for example expressions for describing graphs. Each group of students will receive a set of cards with key vocabulary and related images. Teachers-in-training will be given a short survey to complete at the end of the evening consisting of a few likert scale questions and a comment space.</p>
<p style="text-align: center;">Week 11 <i>Forms Focus</i></p>	<p>The forms focus was created based on the structure of the final writing task that was introduced through the reading homework and integrated into the lesson. Teachers-in-training will be given a short survey to complete at the end of the evening consisting of a few likert scale questions and a comment space.</p>
<p style="text-align: center;">Week 12 <i>Vocabulary Action Cards vs. Forms Focus</i></p>	<p>Similar action cards from week 10 and forms focus from week 11 will be given to aid the students in complete week’s 12 assigned tasks. Teachers-in-training will be given a short survey to complete at the end of the evening consisting of a few likert scale questions and a comment space.</p>
<p style="text-align: center;">Week 13 <i>Graphic Organizers & Focus Terms</i></p>	<p>A graphic organizer will be provided to each dyad to aid the pair of students in pre-writing stage of the writing process. Focus terms will be placed in the margin of the drafting page to remind and encourage students to use of the key vocabulary terms from the reading homework. Teachers-in-training will be given a short survey to complete at the end of the evening consisting of a few likert scale questions and a comment space.</p>

Data Collection

The treatments began in week 11 with a series of action cards (see Appendix 1a) with target language vocabulary and images from the reading homework, which in this week focus on expressions for describing graphs. There were eight cards in total and they contained an image of a line graph and the key expressions that one could use to describe the action of the line, for example 'wild fluctuations' or 'hits a peak'. The action task cards were given to the students after the second task and they were encouraged to refer to the action cards during the completion of the assigned writing tasks. The teachers-in-training and those teachers fronting the class were asked to fill out a survey (see Appendix 5a) and offer comments. The likert-scale questions focused on the quality, usage, effectiveness, and likely-hood that the teachers-in-training would use these cards in the future. Additionally, a comment/concern box was added to give extended feedback beyond the limits of the four likert questions.

The treatments continued in week 11 with a five-paragraph opinion essay outline to aid the students in planning and developing their first in-class extensive writing task. The outline consisted of a single page document with boxes for each major part of the essay which included; introduction, three body paragraphs and a conclusion (see Appendix 3a). The introduction was further broken down into two parts a hook and a thesis statement, while the conclusion had a restatement of thesis and a final thought section, whereas the body paragraphs were split between topic sentence and supporting details sections. Students were instructed to fill out the outline with key words and phrases only. The teachers-in-training and those teachers fronting the class were asked to fill out a survey (see Appendix 5b) and offer comments. The likert-scale questions focused on the quality, usage, effectiveness, and likely-hood that the teachers-in-training would use the essay outline in the future. Additionally, a comment/concern box was added to give extended feedback beyond the limits of the four likert questions.

The treatments in week 12 were a duplication of weeks 10 and 11 as both a series of action cards (see Appendix 1b) and an essay outline (see Appendix 2b & c) were employed to increase the efficacy with which the students completed the tasks. Some modifications were made to the actions cards based on the feedback received in week 10, however the only modifications required for the essay outline was a switch of focus from opinion to compare and contrast essays. The number of action card sets was doubled to insure that

every dyad of students would have one at their disposal and the font size was increased to make them easier to read. Additional in week 12 two outlines were provided as there are two styles of compare and contrast essays, point by point and block. We wanted a more direct comparison of the first two treatments so a decision was made to put them head to head in week 12. The teachers-in-training and those teachers fronting the class were asked to once again asked to fill out a survey (see Appendix 5c) and offer comments. The likert-scale questions focused on the quality, usage, effectiveness, and likely-hood that the teachers-in-training would use the action cards and essay outlines in the future. Additionally, a comment/concern box was added to give extended feedback beyond the limits of the four likert questions.

In week 13 the final treatments of the action research were a graphic organizer in the form of a mind map (see Appendix 3) and focus terms (see Appendix 4) that will be strategically placed on the final tasks writing page, which are entirely new treatments. The mind map treatment consists of a single page document with its center being an opinion box which is surrounded by four boxes for brainstorming topic ideas around the central opinion. Within each of the four boxes is room for supporting details. The students will have guiding questions strategically placed on the mind map itself. From the opinion box there are cloud images or callouts to encourage students to think about a hook and thesis statement for their opinion essay. The focus terms occupy the right margin of a two page writing page design for the students to write out their first draft of their essay. The terms have been part of past lessons and homework readings, so they will be quite familiar with them and their appropriate usage; however the conceptualized idea here is that they serve as a gentle reminder of what vocabulary is available to the students during the writing task. The teachers-in-training and those teachers fronting the class were asked to once again asked to fill out a survey (see Appendix 5d) and offer comments. The likert-scale questions focused on the quality, usage, effectiveness, and likely-hood that the teachers-in-training would use the action cards and essay outlines in the future. Additionally, a comment/concern box was added to give extended feedback beyond the limits of the four likert questions.

Data Analysis

The data was collected from the teachers-in-training surveys after using treatment #1 in week 10. The majority of the teachers-in-training, 10 group leaders out of 12 (83% in figure 1), thought the action cards were attractive and of a high quality and they would like to use action cards in their future lesson. However, teachers-in-training were split on the student usage of the action cards in completing the tasks probably due to their only being one set per table, which was a reoccurring comment from the teachers-in-training. The effectiveness of the cards ranged from not effective to a slight past neutral for the majority of the teachers-in-training. Only 7 group leaders out of 12 (58% in figure 2) said that their little sisters used action cards while they were doing the tasks and 6 group leaders (50% in figure 2) agreed that using action cards was effective for completing the tasks. Students felt the action cards needed a larger font as well to make them more readable. One teacher-in-training commented that the lack of context made them difficult to use, however the researchers purposely designed them context free to focus the reader's attention solely on the action of the line in the line graph. Finally, the majority of teachers-in-training stated that they would definitely plan on using action cards in their own teaching.

The data was collected from the teachers-in-training surveys after using treatment #2 in week 11. Most of the teachers-in-training agreed the writing form is attractive and of high quality. Eleven group leaders (91% in Figure 3) agreed and one group leader disagreed. All the leaders said that their students used the writing form extensively to complete the writing tasks. Ten teachers-in-training out of twelve (83% in Figure 4) agreed that the form was very effective in assisting the students to complete the tasks. They said that the writing form helped students brainstorm their ideas and organize them quickly and logically. They also mentioned that the form guided students how to write the essay in right structure. One leader was neutral about the effectiveness of the form. Still she or he said that the writing form was very clear to follow the steps and helped the students write the essay more easily. Eleven group leaders (91% in Figure 3) said they would use the writing form in their own teaching in the future. Among them, five leaders strongly agreed with the future use of the writing form in their class. Only one leader disagreed on this question.

The data was collected from the teachers-in-training surveys after using the treatments #1 and 2 a second time in week 12. Still a majority of the teachers-in-training felt (75 % in

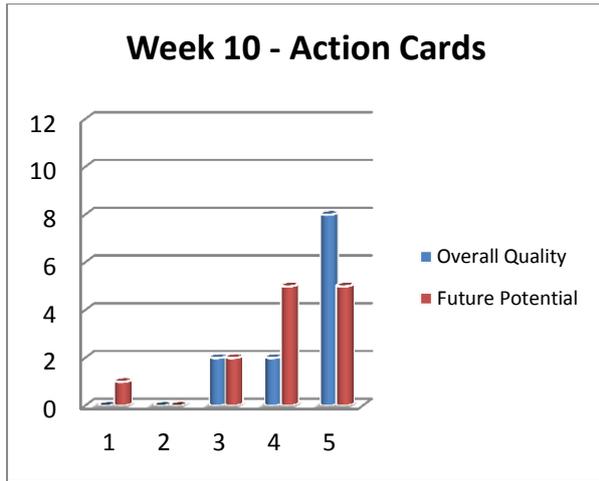


Figure 1

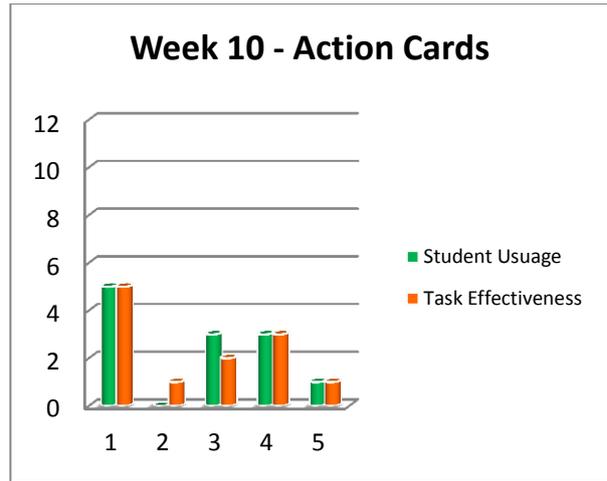


Figure 2

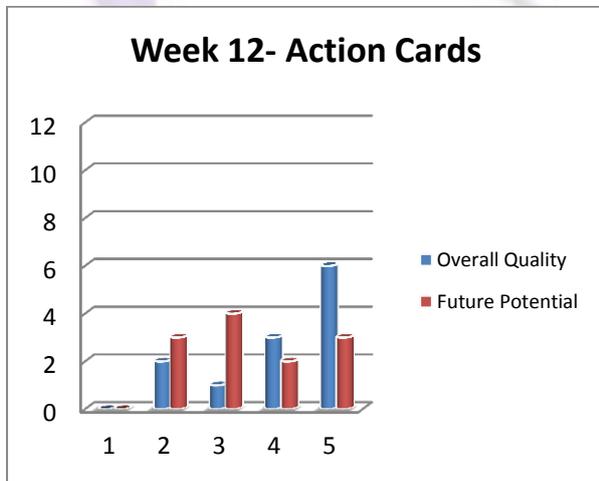


Figure 3

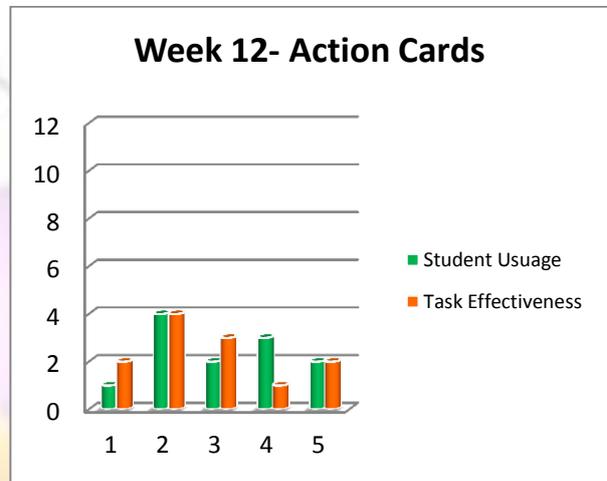


Figure 4

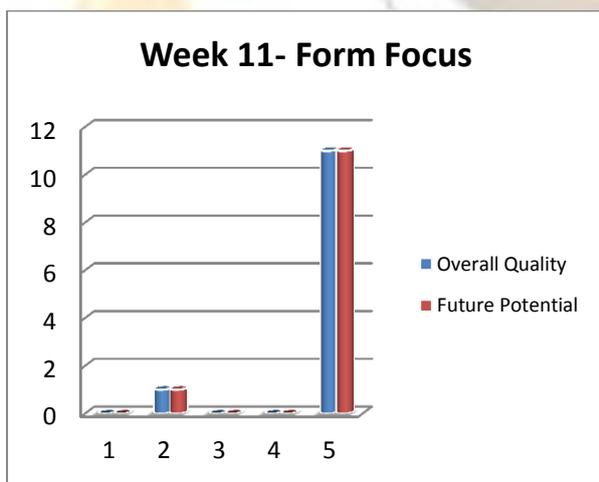


Figure 5

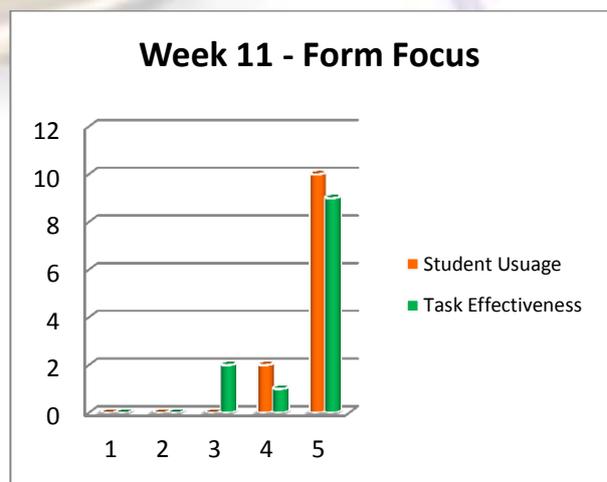


Figure 6

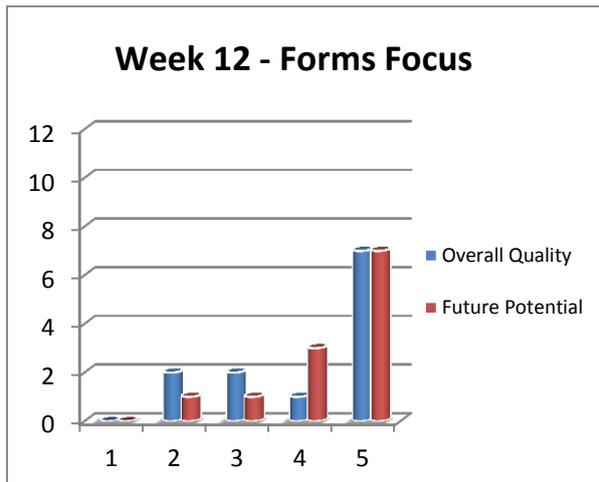


Figure 7

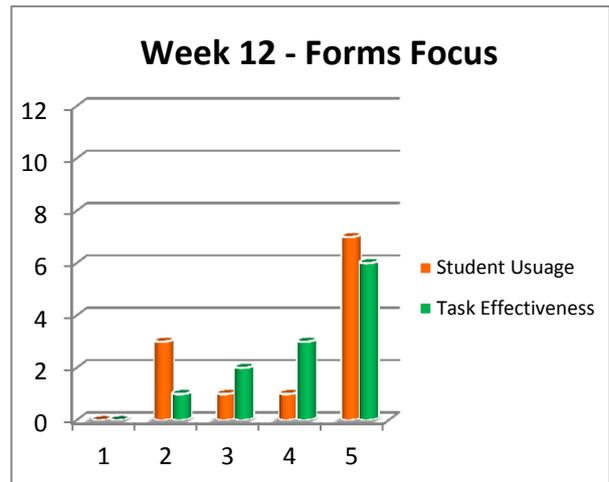


Figure 8

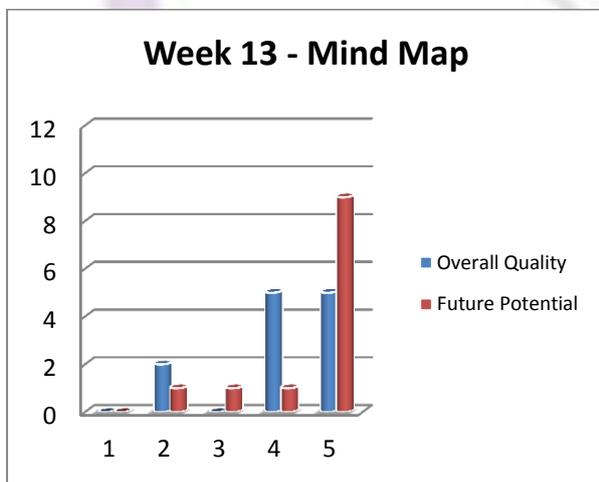


Figure 9

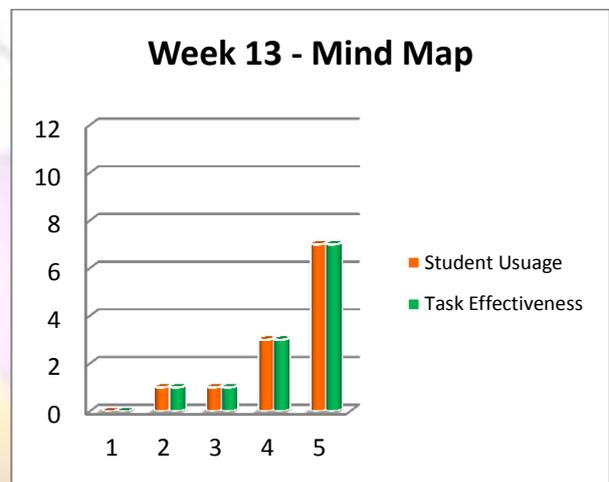


Figure 10

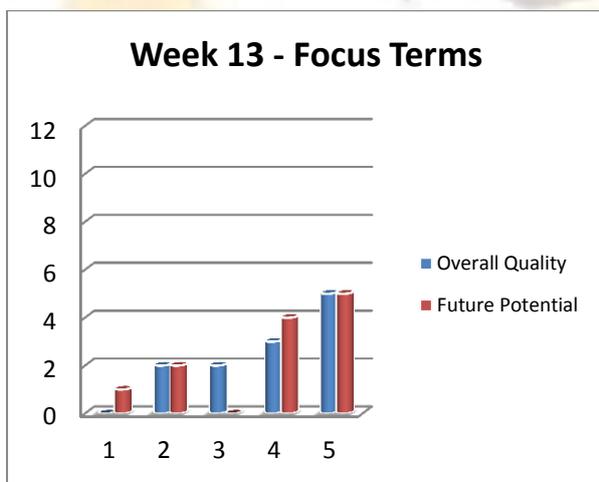


Figure 11

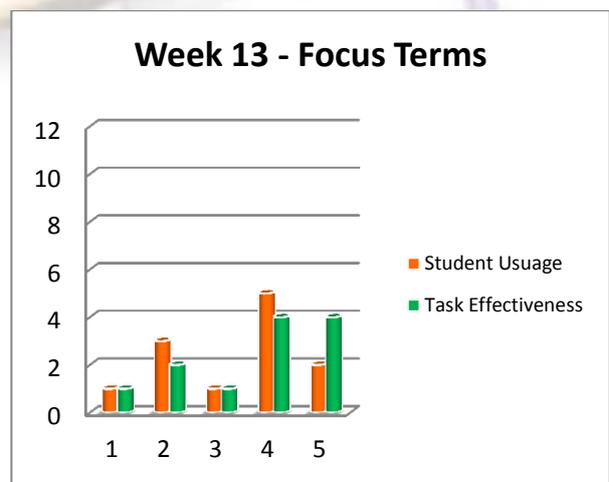


Figure 12

Figure 5) positive about the attractiveness and quality of the action cards, however there was a slight decline in favorable attitude, even though modifications were requested in earlier feedback. The teachers-in-training remain split on the student usage of the cards, but it was becoming slightly more positive. The effectiveness of the cards also showed some slight improvement, but findings suggest there are still more modifications required before marked improvement would be expected. The numbers dropped somewhat for intended future use as teachers-in-training demonstrated less willingness to produce action cards in their own classrooms.

The overall appearance and quality of the writing forms were positive, however not as strong as they were in week 11. Likewise with student usage the results indicated positive feelings, however just not as strong as before. The forms were judged to be effective in task completion with some adjustment in strength, but overall very similar numbers as last time. Teachers-in-training intentions to use forms in the future remained positive with again some fluctuations in strength rating.

The data was collected from the teachers-in-training surveys after using the mind maps treatment #3 in week 13. The overall appearance and quality of the mind maps meet with strong support as 10 out of 12 teachers-in-training agreed (83% see figure 9). Additionally, the future potential rating was also high as again 10 out of 12 teachers-in-training agreed (83% see figure 9). Not surprisingly the student usage and task effectiveness received equally high support as again 10 out of 12 teachers-in-training agreed (83% see figure 10). The mind map was slightly altered removing one of the paragraphs bubbles reducing their numbers to three which reduced the amount of brainstorming that might have occurred and also removed the selection process of the three best ideas from the students. This was a limiting factor for this study which will be discussed later, as the teachers-in-training doing this study didn't have complete control over the treatments as the teachers-in-training fronting the class were able to alter the forms.

The data was collected from the teachers-in-training surveys after using the focus terms treatment #4 in week 13. The overall appearance and quality of the focus forms received 8 out of 12 teachers-in-training positive support (67% see figure 11). The future potential was slightly higher receiving 9 out of 12 teachers-in-training positive support (75% see figure 11). The student usage was rated only slightly positive as 7 out of 12 teachers-in-training (58% see figure 12). The task effectiveness showed slight improvement over usage

as 8 out of 12 teachers-in-training gave positive support (67% see figure 12). The teachers-in-training fronting the class due to time constraints didn't properly introduce the focus terms to the students which may have been a limiting factor. Ideally they would have been introduced by first having the students read the list of focus terms circling the ones they intended to use during their collective writing.

Discussion

In reviewing the data from the teachers-in-training surveys after using action cards in weeks 10 and 12 we interpreted the results as follows. During week 10 the teachers-in-training felt very positive about their appearance and future potential; however the student usage and tasks effectiveness was almost the mirror opposite as table 1 and 2 would indicate. Here we felt the problem was insufficient sets of action cards and print font size was too small. We printed double the quantity to ensure each dyad had access to a set and enlarged the font size significantly to make them even more attractive. This resulted in less favorable results for the appearance and future potential as it was still positive just not as strong. From this we realized that the action cards to be truly effective and well used they need to have the right information on them. It should be noted that the selection of material for this week was not our choice, but came from the group fronting the lesson. The changes made for week 12 had a more positive effect on student usage and task effectiveness; although it was still a little negative it was more spread out to the positive side of the likert scale.

In reviewing the data from the teachers-in-training surveys after using the form focuses in weeks 11 and 12 we interpreted the results as follows. During week 11 the focus forms had near unanimous positive support for all of the criteria, which was appearance & quality, future potential, student usage and task effectiveness. This treatment was most effective of the four treatments employed during our action research. The final week for this treatment week 12 witness almost as positive results which would indicate that the teachers-in-training felt once again this treatment was a very effective treatment for teachers to utilize when using task-based instruction.

In reviewing the data from the teachers-in-training surveys after using mind map and focus terms treatments we interpreted the results as follows. The mind maps

treatment #3 had a vast majority of agreement for their appearance and over quality and many teachers-in-training felt that a mind map is an essential element in the brainstorming phase of the writing process and would use them in their future teaching. (See table 9). Additionally student usage and task effectiveness for the mind maps was meet with favorable results as seen in table 10 as most teachers-in-training viewed the mind maps as being well used by the students in completing the tasks. They also received strong support for their effectiveness in task completion. The focus terms treatment #4 had positive support for both the appearance and quality as well as future potential however it was more spread out and not quite as strong as the mind maps which can be seen in table 11. Finally the student usage and effectiveness for the focus terms was once again positive, but spread out as table 12 would indicate.

Recommendations and Conclusion

As a group of professional educators we felt that action research is a most valuable tool in a teacher's arsenal to become a more effective and reflective professional. We came to the realization that focus forms is a highly effective aid to writing task completion and one that every teacher should employ to empower their students in task completion. Additionally mind maps were also an effective tool for the writing process at its initial stage. The focus terms could become very effective if taught and introduced to the students properly. Lastly, action cards could become a great aid for students if the quality, quantity, and material match the needs of the students.

We also realized that this project has some limitations that could easily be overcome under more ideal situations. To begin with the sheer number of treatments that were ongoing during the final weeks of the course were overwhelming and we felt that the teachers-in-training may not have given the most reliable data to analyze. Secondly, we were not in a position to collect student data to the degree that we felt would have been effective in determining their impressions on how effective the treatments were. Thirdly we were not always in a teaching position to properly introduce the treatments to the entire class. Overall we felt that we learning a great deal about how empower students to produce desired results through in-class techniques in task-based learning.

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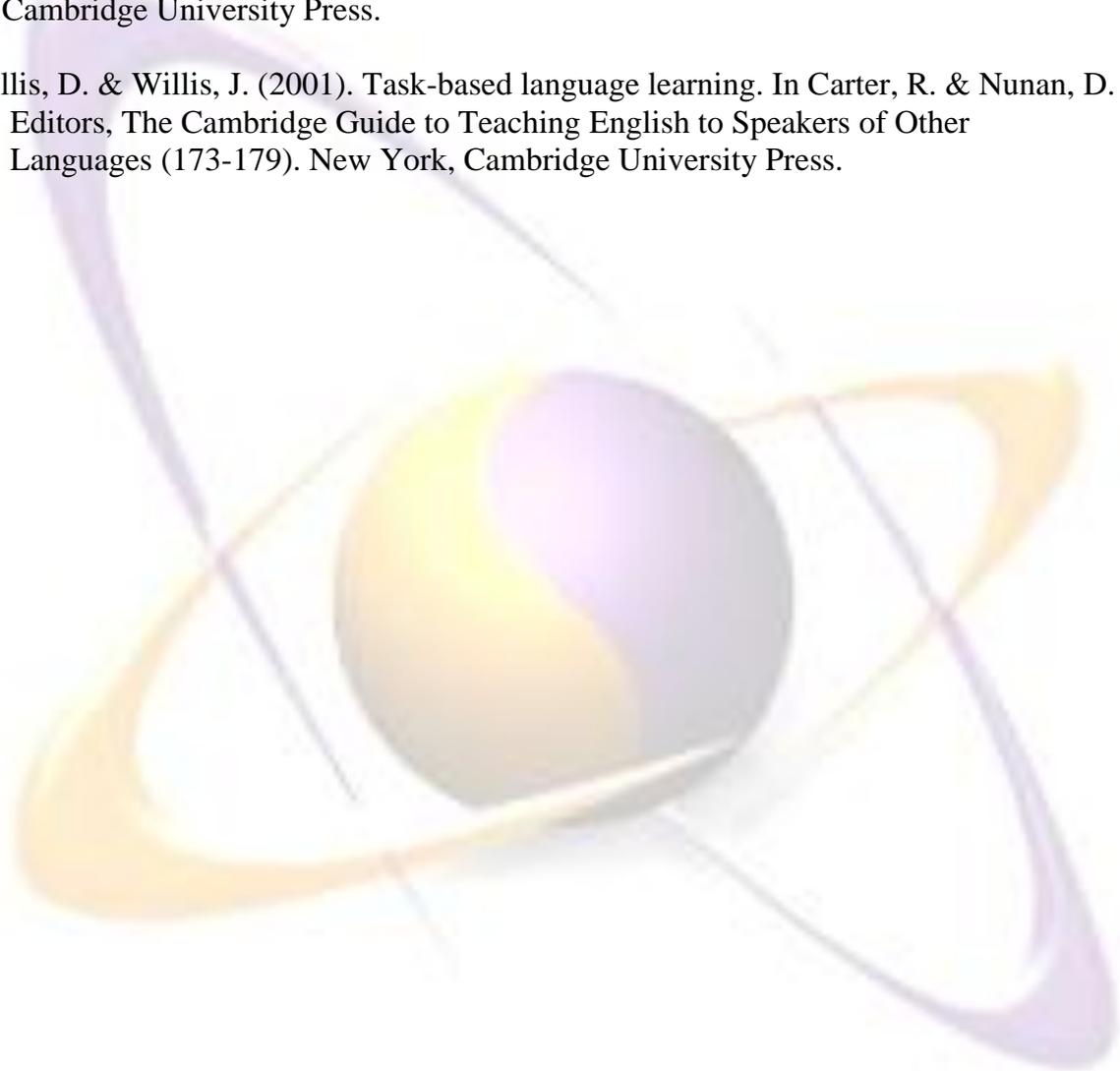
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Appendix 1a – Week 10 Action Cards

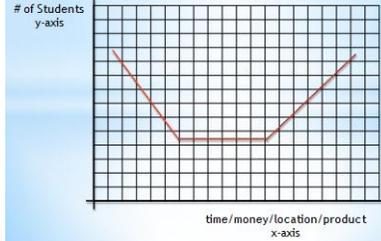
* Action Card 01

fluctuated slightly or fluctuations



* Action Card 02

hit rock bottom then increased sharply



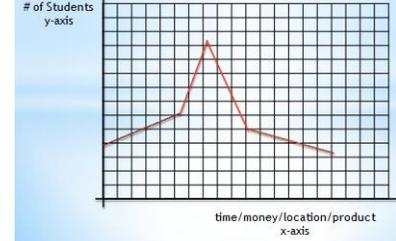
* Action Card 03

erratic or wild fluctuations



* Action Card 04

hits a peak



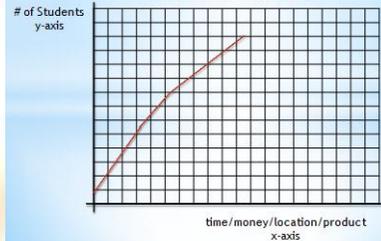
* Action Card 05

decreased sharply before leveling off



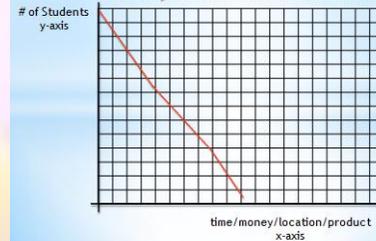
* Action Card 06

soared or rocketed



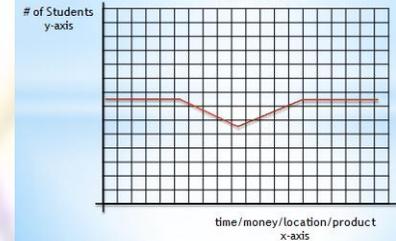
* Action Card 07

Plummeted, plunged, steady fall or downward trend



* Action Card 08

slight dip



* Action Card 09
Words that describe - Up

- To surge
- To go up
- To rise
- To grow
- To soar
- To boom
- To climb
- To increase
- To shot up
- To rocket

* Action Card 10
Words that describe - Down

- To decrease
- To sink
- To stabilize
- To fall
- To decline
- To drop
- To plunge
- To plummet
- To slum
- To reduce
- To go down

* Action Card 11
Words that describe - No Movement

- To level out
- To remain
- To steady (stable)
- To plateau
- To stay constant
- To maintain the same level

* Action Card 12
Words that describe - Others

- To peak
- To fluctuate
- To dip
- To reach bottom
- To reach the highest level

Appendix 1b – Week 12 Action Cards

East

In eastern culture opinions are given in an indirect manner.

West

In western culture opinions are given in an direct manner.

East

In eastern culture when traveling people tend to take a lot of pictures.

West

In western culture when traveling people want to see a lot of different things.

East

In eastern culture one's way of life depends on others.

West

In western culture one's way of life is independent of others.

East

In eastern culture people tend to avoid problems where possible.

West

In western culture people tend to deal with problems head on.

East

In eastern culture emotions such as angry are rarely displayed on one's face.

West

In western culture emotions such as angry are frequently displayed on one's face.

East

In eastern culture the elderly are expected to care for the very young.

West

In western culture people have pets to keep them company.

East

In eastern culture one views themselves as rather small and insignificant.

West

In western culture one views themselves as rather large and important.

East

In eastern culture one's boss is considered to be a very important person.

West

In western culture one's boss is not considered to be any more important than anyone else.

East

In eastern culture people in social settings form large circles.

West

In western culture people have a random distribution of interaction.

East

In eastern culture children are the responsibility of the entire community.

West

In western culture children are the responsibility of just the parents.

Appendix 2a – Week 11 Opinion Essay Form

Group 1 Opinion Essay	English Writing and Reading Appendix 4a - Essay Outline	Fall 2012
Introductory Paragraph		
Hook (1 sentence or more)		
Thesis Statement (1 sentence)		
Body Paragraphs		
Paragraph 1: Topic Sentence (1 sentence)		
Supporting details (3 sentences or more)		
<ul style="list-style-type: none"> • • • 		
Paragraph 2: Topic Sentence (1 sentence)		
Supporting details (3 sentences or more)		
<ul style="list-style-type: none"> • • • 		
Paragraph 3: Topic Sentence (1 sentence)		
Supporting details (3 sentences or more)		
<ul style="list-style-type: none"> • • • 		
Concluding Paragraph		
Restatement of the thesis statement (1 sentence)		
Final thought (1 sentence or more)		

Appendix 2b – Week 12 Compare and Contrast Essay Form (Point Style)

Contrast Essay (Point by Point Template)	
Introductory Paragraph	
Hook	
Thesis Statement	
Body Paragraphs	
Paragraph 1: Topic Sentence	
Supporting details	
Paragraph 2: Topic Sentence	
Supporting details	
Paragraph 3: Topic Sentence	
Supporting details	
Concluding Paragraph	
Restatement of the thesis statement , Final thought	

Appendix 2c – Week 12 Compare and Contrast Essay Form (Block Style)

Compare and Contrast Essay (Block Template)

Introductory Paragraph	
Hook	
Thesis Statement	
Body Paragraphs	
Paragraph 1 (Similarities): Topic Sentence	
Supporting details	
Paragraph 2 (Differences): Topic Sentence	
Supporting details	
Concluding Paragraph	
With a summary of points, Restatement of the thesis statement	
A final comment	

Appendix 3 – Week 13 Mind Map

Mind Map

what would you like to do in English, and why?

Opinion

*To be able to do that, what should you do to improve your English?
At least 3 aspects, for each aspect, what's your secret effective way of learning English?*

Appendix 4 – Week 13 Focus Terms

<p>Professor Stephen van Vlack</p>	<p>English Writing and Reading Task # 5 – What's Your Opinion</p>	<p>Fall 2012</p>
Indent	Write on every other line	Some Focus Terms
	Don't start a new line	Introductions
	When a sentence ends	To start with
	Just keep right on going after two spaces	As an introduction
skip		To begin with
skip		Giving Your Opinion
skip		I believe
skip		I think
skip		As I see it
skip		From my point of view
skip		It is clear that
skip		In my opinion
skip		It is clear that
skip		Sequencing Arguments
skip		Firstly,
skip		Secondly,
skip		Thirdly,
skip		Finally,
skip		Extra Points
skip		In addition,
skip		Also,
skip		Besides,
skip		Moreover,
skip		Furthermore,
skip		Offering Examples
skip		For example,
skip		For instance,
skip		, such as
skip		, like

<p>Professor Stephen van Vlack</p>	<p>English Writing and Reading</p>	<p>Fall 2012</p>
	Write on every other line	More Focus Terms
	Don't start a new line	Contrasting Ideas
	When a sentence ends	Whereas
skip		However
skip		Actually
skip		On the other hand
skip		In fact
skip		instead
skip		conversely
skip		yet
skip		but
skip		still
skip		nevertheless
skip		Expressing Consequence
skip		That is why
skip		As a consequence,
skip		Therefore,
skip		As a result,
skip		, so
skip		, hence
skip		, otherwise
skip		For this reason
skip		For this purpose
skip		Concluding
skip		To summarize
skip		To conclude
skip		In conclusion
skip		To sum up
skip		To finish

Appendix 5 - Likert Scaled Questionnaires for Teachers-in-training

Teacher-in-Training Survey Week 10 Treatment - Action Cards

Please circle the number that represents how you feel about the action cards that you have been using

1. The action cards are attractive and of high quality
Strongly Disagree -----1-----2-----3-----4-----5-----Strongly Agree
2. My students used the action cards extensively to complete the writing tasks
Strongly Disagree -----1-----2-----3-----4-----5-----Strongly Agree
3. The actions cards were very effective in assisting the students to complete the tasks
Strongly Disagree -----1-----2-----3-----4-----5-----Strongly Agree
4. I would use action cards such as these in my own teaching
Strongly Disagree -----1-----2-----3-----4-----5-----Strongly Agree

Please in the box below feel free to make any comments/suggestions concern this treatment

Teacher-in-Training Survey Week 11 Treatment - Focus on Writing Form

Please circle the number that represents how you feel about the action cards that you have been using

1. The writing form is attractive and of high quality
Strongly Disagree -----1-----2-----3-----4-----5-----Strongly Agree
2. My students used the writing form extensively to complete the writing task
Strongly Disagree -----1-----2-----3-----4-----5-----Strongly Agree
3. The writing form was very effective in assisting the students to complete the task
Strongly Disagree -----1-----2-----3-----4-----5-----Strongly Agree
4. I would use writing form such as this in my own teaching
Strongly Disagree -----1-----2-----3-----4-----5-----Strongly Agree

Please in the box below feel free to make any comments/suggestions concern this treatment

Teacher-in-Training Survey Week 12 Treatment - Action Cards vs Focus on Writing Forms

Please circle the number that represents how you feel about action cards and then draw a box around the number that represents how you feel about the writing forms.

1. The action cards/writing forms are attractive and of high quality
Strongly Disagree -----1-----2-----3-----4-----5-----Strongly Agree
2. My students used the action cards/writing forms extensively to complete the writing tasks
Strongly Disagree -----1-----2-----3-----4-----5-----Strongly Agree
3. The action cards/writing forms were very effective in assisting the students to complete the tasks
Strongly Disagree -----1-----2-----3-----4-----5-----Strongly Agree
4. I would use action cards/writing forms such as these in my own teaching
Strongly Disagree -----1-----2-----3-----4-----5-----Strongly Agree

Please in the box below feel free to make any comments/suggestions concern this treatment

Teacher-in-Training Survey Week 13 Treatment - Mind Map & Focus Terms

Please circle the number that represents how you feel about mind map and then draw a box around the number that represents how you feel about the focus terms.

1. The mind map/focus terms is/are attractive and of high quality
Strongly Disagree -----1-----2-----3-----4-----5-----Strongly Agree
2. My students used the mind map/focus terms extensively to complete the writing tasks
Strongly Disagree -----1-----2-----3-----4-----5-----Strongly Agree
3. The mind map/focus terms was/were very effective in assisting the students to complete the tasks
Strongly Disagree -----1-----2-----3-----4-----5-----Strongly Agree
4. I would use mind map/focus terms such as this/these in my own teaching
Strongly Disagree -----1-----2-----3-----4-----5-----Strongly Agree

Please in the box below feel free to make any comments/suggestions concern this treatment

ACTION RESEARCHERS



Kim Songeun



Jeffrey T. Gibbons



Kim Soyoung

Section V

Epilogue

- *Epilogue*

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Epilogue

What follows was my final reflection based on the last night together for my fellow big sisters and little sisters. I think it is a fitting end to this journey.

The overall objective of the evening was to say goodbye to the best group of little sisters or students I have grown to love. In many ways it was a very joyous yet sad end to a wonderful learning partnership. All good things must eventually come to an end, or do they? The night concluded with an exchange of contact information not only for me and Ju Eun and the It Girls but also many of the guest sisters. The group has had the pleasure of getting to know over the past 15 weeks. It would have been a lot more emotional I think if this was a permanent good bye like at the airport when someone is leaving and never coming back, but alas this was very much until we meet again my new friends, as we spoke about a reunion lunch or dinner in just a few short weeks. It is hard to say for sure how strong our bonds have become, as time will be the final judge, but I hope and pray that these relationships will stand the test of time. I have always been one to encourage former students and colleagues to stay in touch as a nice way of saying farewell, but this time felt very different. This practicum course was no ordinary experience for the big or little sisters and I am sure the only one that knows for sure the true long term potential of bringing students and student teachers together in such a community is Stephen.

The practicum course is different from every learning experience that I have ever been a part of. The number of qualified teachers in one room working together, giving individual and small group attention to the number of students would be economically infeasible, not possible in the real world, so yes this is truly special from that perspective. But like so many things in life one must look beneath the surface to truly see what was going on inside those four walls, ceiling and floor that was our home on Tuesday nights for the last 15 weeks. It was for the students the ultimate learning environment supportive, caring, filled with many more knowledgeable others to scaffold them beyond their present abilities, with excitement and encouragement every step of the way. It was anything but ordinary as every lesson did not come from a single assigned text, but a group of dedicated Masters in TESOL students searching the world and the World Wide Web for the best authentic resources out there. Additionally, we were guided by a most brilliant PHD and friend Stephen van Lack in putting together the best possible tasks into a properly sequenced task chain with a

real connection to the reading homework. This was no one shot deal as several times we were given the opportunity to front the class, but after each teaching opportunity we were again lead through the reflection process by another PHD and friend in Ha Jiyoung. Her comments and our own reflections helped turn us into truly reflective professionals. No this was no ordinary course it was a perfect marriage between theory and practice engaged in a reflective pattern of trial and error leading to constant improvement in the best teaching practices of our time. This may all seem a little over the top and flattering to some, but if one was to speak to my 11 sisters in arms, they would agree whole heartedly that this was the best yet hardest 20 weeks of our educational career. Don't take our word for it; speak to any of the practicum graduates that came before us.

Special thanks to Stephen van Lack, Ha Jiyoung, Ju Eun, Ji Eun, Christina, June, Jin Hye, Sun Young, Ji Yeon, Jie, Soung Eun, Sarah, So Young, Kyung Hwa, and all of my little sisters, this has been a truly magical, memorable, exciting, learning adventure that I will cherish always. I hope our bonds of friendship will remain strong as I know I counted on you to get me through this program.